

EVALUATIVE CRITERIA FOR COMMUNITY
COLLEGE FOUNDATIONS

By

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Abstract of Dissertation Presented to the
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EVALUATIVE CRITERIA FOR COMMUNITY
COLLEGE FOUNDATIONS

By

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The purpose of the study was to develop evaluative criteria for developing and maintaining successful community college foundations. These criteria were rank ordered on the basis of perceptions of selected presidents and development officers at community colleges in the Southeastern United States.

As a result of the study, the following questions were answered:

- 1) How many community colleges in the Southeastern United States have foundations?
- 2) What do selected community college administrators perceive as the characteristics which identify a successful community college foundation?

- 3) What do selected community college administrators perceive as the conditions found in a successful community college foundation?
- 4) How do these perceptions of success vary between types of public community colleges (e.g., single, multi-campus, large or small colleges)?
- 5) How do the development officer and the president of a college vary in their perceptions of the characteristics and the conditions of a successful community college foundation?

A survey was completed of all colleges in the Southeastern United States (Region IV) listed in the 1977 Community, Junior and Technical College Directory to determine those colleges that had active foundations. Through a review of literature and a panel of experts, a list of characteristics and conditions of a successful foundation were formed. These criteria were refined through the responses of ten presidents of community colleges with exemplary foundations.

The established list of seven characteristics and twenty-two conditions were mailed to the presidents and development officers at 38 active college foundations in the Southeastern United States. Sixty-two presidents and development officers (84%) from thirty-two colleges returned their questionnaire.

The respondents were asked to rank order the conditions and characteristics. A four-point Likert scale of "no influence" to "great influence" was also applied to the list of conditions. The returns of the second questionnaire were analyzed to determine those characteristics and conditions that were favored by the respondents. A t-test was used to identify significant difference between the responses of presidents and development officers. Analysis of Variance was used to determine those variables that measured differences for administrators at small single campuses (under 2,000 FTE), large single campuses (over 2,000 FTE) and multi-campus. Kendall's Coefficient of Concordance was used to see if there was significant agreement among the respondents.

The collected perceptions established that characteristics and conditions do exist that are associated with a successful community college foundation. Those community colleges that had a planned and defined effort a fund-raising and resource development involving the president and development officer were seen as meeting the major conditions for a successful community college foundation. An informed governing board was also seen as a major condition for success.

The study established seven characteristics of a successful foundation. An analysis of the perceptions was able to derive ten conditions necessary for a successful

foundation from the twenty-two established by a panel of experts. These conditions and characteristics were found to be significant.

The perceptions recognized that fund-raising was an integral part of a strong public relations program and basically cannot exist unless there were well-conceived and strong public relations activities. Alumni associations were ranked the lowest of the twenty-two conditions for a successful community college foundation.

CHAPTER I

INTRODUCTION

Declining resources was one of the major problems in the higher education system in the 1970's. This condition has had a greater impact on education than any foreseeable trend (Abranowitz & Rosenfeld, 1978, p. 1). The period of the late 1970's was marked by dwindling federal categorical aid, decreasing student enrollment, high levels of inflation and increased student demands for more diverse educational programs. Specifically, this decline had a significant effect on the community college (Cheit, 1972; Green & Obanion, 1972). Harper (1976) made the point clearly:

Faced with first serious threat to the open door concept since it became the cornerstone of the movement two decades ago, community colleges must either accept a closing door or find some new ways to prop it open. (p. 48)

The use of fund raising and development has been offered as a viable alternative for meeting this concern at community colleges.

The not-for-profit college related foundation has the potential of being a major method to tap various services and funds as stated by Woodbury (1973):

The primary purpose of establishing a community college foundation is to provide an effective vehicle for local

solicitations of funds to help support programs and facilities at the college not being adequately funded elsewhere.
(p. 16)

The foundation concept has been found throughout world history. Ancient records have revealed the characteristics of modern charitable or non-profit foundations (Bremer, 1965, p. 13). These took on different forms:

The Ptolemies endowed a library in Alexandria; Plato bequeathed his funds to support his Academy after his death, and in the early centuries A.D. in Rome, private associations for relief of the poor, educational institutions, hospitals, foundling asylums, and old people's homes were established.
(Fremont-Smith, 1966, p. 11)

In the Middle Ages, the church became the main dispenser of charity: "During the Reformation in England, the guilds and companies replaced the church as the dispenser of many charitable gifts" (Freemont-Smith, 1966, p. 11).

This practice continued in the United States, along with the endowment of many early colleges. Bremer (1965) considered the alumni fund to be a significant step in the development of philanthropic giving to higher education (p. 16). Yale had the first fund which was started in 1390. Midway Junior College of Kentucky was said to be the first junior college with a program of annual giving (Bremer, 1965, p. 16).

The emphasis on the present form of foundations came in 1894 with the first general income tax bill (Dermer, 1972, p. 7). Education and charities were given a vehicle to avoid taxes and enable their donors to do the same. The modern

American foundation grew out of the great American fortunes. Early examples of foundations were the George Peabody Education Fund which put aside \$2 million for the promotion and encouragement of education in the South, and the \$1 million John F. Slater Fund that provided for the education of freed men. In the early 1970's, foundations in the United States increased from approximately 50 foundations at the turn of the century to some 26,000 major foundations in 1972 (Zucher, 1972, p. 7).

The first foundation in higher education was established in 1893 at the University of Kansas (Johnson, 1966, p. 1). The not-for-profit foundation at community colleges has not had such a long history. The community college foundation at Highlandns Community College in Illinois was established in 1962 and was believed to be the oldest foundation at a public community college (Sims, 1976).

In a study done in mid-1978, ". . . approximately fifty-two (52) percent of the public community colleges in the United States had established the foundation as a vehicle for encouraging and receiving private funds" (Sharron, p. 1). Not all of these foundations have been effective in generating external funds (Luck, 1974). A successful foundation calls for a coordinated effort at raising money. There are many conditions that affect the success of community college foundations. In the review of literature the following factors have been found to affect the community college

foundations: 1) the community, 2) the college, and 3) the foundation itself. At the time of this writing, however, general knowledge about the not-for-profit foundation in the community college is limited. There have been only three dissertations on community college foundations over the last ten years (Sims, 1973; Luck, 1974; and Silvera, 1974). None of these studies examined the characteristics of a successful community college foundation.

This study was designed to research the foundation as a sub-system of the college and examine those perceived conditions that enable a foundation to be successful as well as the characteristics of a successful foundation. The researcher emphasized the conditions found in the foundation rather than those which are outside the college and therefore cannot be known or affected by persons working with the foundation itself.

The Problem

Statement of the Problem

The problem of the study was to develop evaluative criteria for community college foundations and to validate and rank order these criteria on the basis of perceptions of selected community college administrators in the Southeastern United States.

As a result of this research, the following questions were answered:

1. How many community colleges in the Southeastern United States have foundations?

2. What do selected community college administrators perceive as the characteristics which identify a successful community college foundation?
3. What do selected community college administrators perceive as the conditions found in successful community college foundations?
4. How do these perceptions of success vary between types of public community colleges (e.g., single, multi-campus, large or small colleges)?
5. How do the development officer and the president of a college vary in their perception of the characteristics and the conditions of a successful community college foundation?

Limitations

1. These findings may have significance only to community colleges similar in purpose, structure, clientele and services offered, to the community colleges included in this study.
2. The ex post facto design has an inherent weakness in:
 - a. the inability to manipulate the independent variable
 - b. the lack of power to randomize
 - c. the impossibility of establishing definite cause-effect relationships.

3. The findings are limited to the perceptions of selected community college administrators at the time of the study.

Delimitations

1. The scope of the study was confined to public community colleges in Region IV of the U. S. Department of Health, Education and Welfare. The study was limited to the public community colleges that have established not-for-profit foundations which have been in existence for at least two years. The colleges also met the following criteria:
 - a. the college has had a full-time person working at resource development for the last two years,
 - b. the data will be representative of the scholastic year 1977-78 except for data dealing with full time equivalent enrollment and the resources reviewed by foundations which will use the data from the fiscal years 1976-78.

Assumptions

Several assumptions were made relative to the conduct of this study:

1. There are characteristics of a successful community college foundation as well as conditions that are conducive to the development and maintenance of a successful college related foundation.

2. The members of the panel of experts were knowledgeable of community college foundations and are capable of identifying probable characteristics and conditions relative to a successful foundation.
3. The questionnaire developed by the researcher and reviewed by the panel of experts and a selected group of community college presidents was appropriate for identifying the characteristics of and conditions necessary for a successful community college foundation.

Justification

The concern for money has become crucial during the decade of the 1970's. The decline of enrollment of the mid-seventies ushered in a new era in education. This era of declining enrollment and economic support placed a stronger emphasis on planning and finance.

Hansen (1976) stated that there were two possibilities for increasing support to higher education: . . . "1. to increase non-formula funds, and 2. to increase enrollment" (p. 29). The college related foundation has shown the potential for fostering these two potentialities. Several studies have recommended further research on community college foundations. Silvera (1974), in his California study, pointed to a need for continuous and current reporting and evaluation of foundation efforts (p. 104). Luck and Tolle (1978) in their

recent book, Community College Development: Alternative Fund-Raising Strategies, supported Silvera's point:

It is unfortunate that there is not more information from public comprehensive community colleges concerning their fund-raising efforts and utilization of not-for-profit foundations. . . . The evidence suggests that little is truly known about the increasing two-year public college trend toward the cultivation and development of private financial resources. (pp. 14-15)

Although foundations can be found throughout the history of the Western World, and some work has been done on the legal aspects of college-related foundations, (Fiarmon-Smith, 1965; Hopkins, 1977; Weithorn, 1970) very little research has been done on the social, political and psychological conditions affecting community college foundations. This study addressed the identification of characteristics of a successful community college foundation as well as those conditions that foster a successful foundation.

The community college foundation has come ". . . into its own in the mid-1970's as a result of a necessity to assist two-year institutions in meeting their goals and attaining their stated mission" (Sharron, 1978, p. 1). There has been a need to build on the limited research done in the past (Sims, 1973; Luck, 1974; Silvera, 1974; Sharron, 1978) as well as to establish criteria for the evaluation of community college foundations. A need for these criteria was expressed by Suchman (1967):

All social institutions or subsystems, whether medical, educational, religious, economic or political are required to provide 'proof' of their legitimacy and effectiveness in order to justify society's continued support. Both the demand for and type of acceptable 'proof' will depend largely upon the nature of the relationship between social institutions and the public.
(p. 2)

Research into social, political and psychological conditions affecting a community college foundation enables college administrators to establish a more effective foundation and also enables the college to be more responsive to the needs of the community.

Finally, the need for such a study has been encouraged by the National Board of the National Council for Resource Development (N.C.R.D.) as well as the Regional Board of N.C.R.D. for Region IV. The findings will add to the research already completed on resource development.

Definitions of Terms

Active college-related foundation: A college related foundation that has been incorporated for three or more years (for the purpose of this study, 1976-78), and has raised at least \$1,000 each year or a total of \$5,000 over the three year period, or sponsored at least three activities each year.

College-related foundation: A foundation established to maintain and aid the social, educational, charitable or other activities of the college.

Development officer: A professional person knowledgeable of institutional resources, goals and missions, and possessing the capabilities and sophistication to identify and link internal and external resources to support institutional priorities (Young, 1977).

Evaluative criteria: Those perceived factors, identified by a panel of experts and verified in a field survey as being characteristics of and representing conditions relating to a successful foundation.

Fiscal year: A twelve month period generally between July 1 and June 30, for purposes of financial planning, expenditures, and accountability of projects funded by the state or federal government (Young, 1977). (The researcher realized that the federal fiscal year was changed in 1977; he did, however, record the fiscal year as defined in this study).

Foundation: A non-governmental, non-profit organization, having a principal fund of its own and established to maintain or aid social, educational, charitable or other activities serving the common welfare (Andrews, 1950, p. 90).

Multi-campus: A community college organizational pattern utilizing the following: one district, a single college, two or more campuses, where a central administration directs many of the internal operations of the college and the campuses each have a chief administrator reporting directly to the president, a chief community service, student services and academic officer on each campus.

Public community college: An institution supported by public funds and governed by a publicly-appointed board, which offers courses and/or programs limited to the first two years of post-secondary education in at least two of the following areas: transfer, occupational-technical, and community service (Arney, 1969).

U. S. Department of Health, Education, and Welfare-- Region IV: A designated geographic area used by the department to administer programs. It is made up of the following states: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Procedures

The study was divided into two phases. The first was to establish the characteristics and conditions found in a successful public community college foundation. The second phase was to validate and rank order these characteristics and conditions on the basis of the perception of administrators at selected community college foundations in the Southeastern United States.

Phase I--Evaluative Criteria

The purpose of this phase was to establish the size and characteristics of the population to be used in the study as well as to develop a listing of initial criteria of a successful community college foundation. The phase was divided into two sections.

In the first section, a questionnaire was developed (see Appendix A) for public community colleges which helped

identify colleges with an active foundation that was incorporated on or before January 1, 1978, and colleges that had a person responsible for resource development.

The questionnaire was aimed to establish those colleges with foundations that were incorporated for at least three years. New foundations have been found to take about three years to become fully operational (Sharron, 1977). The researcher only wanted to survey those administrators who had established active foundations.

College foundations were chosen only if they had a person responsible for resource development. The researcher desired to get two knowledgeable opinions of the characteristics and conditions of a successful foundation. Basic data regarding the size of the student body and the designated organizational structure of the college were also collected.

This questionnaire was distributed to the 192 colleges in Region IV as listed in the 1977 Community, Junior and Technical College Directory. A cover letter from the Director of the Institute of Higher Education at the University of Florida accompanied the questionnaire, asking for consideration in completing the instrument (see Appendix B).

The original mailing consisted of a stamped envelope addressed to the president of each institution. Enclosed with the envelope was the cover letter, a questionnaire, and a pre-addressed stamped return envelope.

Three weeks later, a follow-up letter was sent to the presidents who had not yet responded to the questionnaire

(see Appendix C). This letter was signed by the investigator. Another copy of the questionnaire was enclosed with the letter along with a self-addressed, stamped envelope.

A hand tabulation of the returned questionnaire determined the number and characteristics of the community colleges having active foundations.

In the second section of the first phase, initial evaluative criteria were developed for successful community college foundations. To accomplish this objective, a panel of experts were formed (see Appendix D), made up of the past three presidents of the National Council for Resource Development (N.C.R.D.), the regional head of N.C.R.D., for Region IV of the U. S. Department of Health, Education and Welfare, and the state representative of N.C.R.D. for Florida. Each of these individuals was chosen because of their experience with resource development and college related foundations as well as their contact with community colleges throughout the United States.

A survey of literature was made to determine the characteristics and conditions of a successful community college as stated in previous studies. Because of the limited information available, the panel of experts was used to add to the list of criteria gleaned from the literature.

The panel was asked by telephone to list characteristics and conditions of a successful foundation. The panel was also asked to list between five and ten exemplary community

college foundations. The individual panel member suggestions were added to the lists established from the review of literature. The suggestions of exemplary community college foundations were combined in a list. A letter was then sent to the panel participants (see Appendix E) along with the three lists, characteristics, conditions and exemplary community college foundations. They were asked to: 1) add to the characteristics and conditions already established and 2) rank order the exemplary foundations. Finally, those college foundations that were highly ranked by the panel were sent the developed questionnaire. These presidents reviewed the criteria and rank ordered the characteristics and conditions. This formed a field test of the questionnaire. The findings were used to refine the instrument.

Phase II--The Application of the Evaluative
Criteria to Selected Community College
Foundations in the Southeastern United States

This phase has been divided into two sections. The first section validated the characteristics and conditions of a successful community college foundation. The second section summarized the findings of the study and the implications taken from the findings.

In the first section a questionnaire was refined from the instrument sent to the ten presidents of community colleges which the panel designated as having exemplary foundations. The refined questionnaire (see Appendix F) was sent to the president and development officer of public

community colleges in the Southeastern United States that met the criteria for the study. A letter of explanation was sent by the researcher to the president (see Appendix G) and the person in charge of resource development at the college (see Appendix H). A self-addressed, stamped envelope was enclosed for the return of the questionnaire. Three weeks later the respondents who did not return their questionnaire were contacted by telephone. The rankings of respondents to the questionnaire were tabulated to determine the characteristics of a successful foundation as well as the perceptions of conditions that foster a successful foundation. An analysis of variance was used to determine if there was a significant difference in the perceptions of administrators at small single campuses, large single campuses and multi-campus colleges. A t-test was used to determine if significant difference existed between the perceptions of presidents and development officers. Kendall's Coefficient of Concordance (Siegel, 1954) was used to determine if there was significant agreement among the respondents to the questionnaire. In the second section of this phase, summarizations were made about each group of respondents in the study. The relationship of the themes of planning, communications and motivation to a successful community college foundation was examined.

Analysis of Data

The data were analyzed using the established groups. A rank order of the conditions and characteristics of a successful

foundation was established through an averaging of the returns of the respondents. The responses were summarized according to the characteristics of the institution and the roles of the respondent. Analysis was done on the similarities and dissimilarities of the perceptions. The results were reported in a narrative form as well as through summary tables of the statistical findings.

Organization of the Research Report

The research report is presented in four chapters. The first chapter includes the introduction, the problem, definitions of terms, and the procedures. The second chapter includes a review of the related literature. The third chapter discusses the findings as well as an analysis of the findings. The fourth chapter presents a summary, the conclusions and the recommendations of the study.

CHAPTER II

REVIEW OF LITERATURE

Historical Overview of Foundations

Within the origins of higher education there are elements which are the rudiments of external support for the concept of higher education and its implementation. Evidence of these early roots can be found in the beginning of Western Civilization, and the establishment of the European higher education model in early American Colonial history, with the beginning of "log-college" Princeton and the development of higher education. Most institutions of higher education have never been able to generate enough reserve from their students to insure survival, they have had to rely on sources of funds from other segments of the society. The evolution of the college related foundations has been an integral part of this development.

The history of foundations has been traced back to the Greeks and Romans. The ancient Greeks endowed libraries while the Romans had private associations for the relief of the poor, educational institutions, hospitals, and old peoples' homes. During this long history, the concept of a foundation has taken on many different forms:

The concept of helping the poor and suffering received its first powerful stimulant through organized religion. Later, the Industrial Revolution broadened the scope of concern for others spreading the giving and helping concept to the newly risen wealthy class of merchants, factory owners, and bankers. (Silvera, 1974, p. 17)

Private support played a substantial role in the founding of universities in Europe. According to Carmichael (1959):

Individuals and private groups provided the original support for higher education in the English speaking world. Gifts and grants made possible the first buildings and the meager equipment they contained. In the earliest days of Oxford and Cambridge, instruction was given in houses provided by the community. Many of the colleges that constitute these two ancient universities bear the names of men whose generosity made possible their establishment. . . . Voluntary donations were the seed from which the colleges and universities in England, Wales, Scotland, and Ireland have sprung. (p. 107)

The concept continued in the United States as Hopkins (1977) established,

Since the founding of the United States and beforehand in the Colonial period, tax exemptions particularly with respect to religious organizations was common. The churches were openly and uniformly spared taxation. This practice has been sustained throughout the nation's history. (p. 3)

Foundations as they can be found in the 1970's developed out of the income tax laws of 1894. As Dermer (1968) suggested:

In 1894, when the first general income tax was approved for corporations organized for profit making, it was automatically assumed it would not apply to religious, educational and charitable institutions and it wasn't until 1913 that Federal Income Tax legislation gave specific tax exemption to religions, and educational legislation extended the benefits by making gifts to such activities deductible. (p. 7)

Many of the great foundations of the United States developed out of the wealth and tax laws of the 1900's. A majority of the sources were from the huge fortunes made in the expansion of American industries. Iron and steel generated wealth for Carnegie, oil for the Rockefeller and Harkness' Commonwealth Fund, copper for the Guggenheims, tobacco for Duke, retailing for Rosenwald, Field and Hartford, and the more recent growth of the automobile industry for Sloan, Mott, Kettering, and Ford (Whittaker, 1974, p. 41).

These foundations have had substantial influence on the development of education in American society. In 1913, the Carnegie Foundation spent 5.6 million dollars while the federal budget for education that year was 5 million dollars (Kuhn, 1968, p. 7).

Although the federal government gave a major impetus to higher education through the Morrill Act of 1862, which created land grant colleges, private philanthropy was a major resource for the development of private institutions in the United States. Yale University established the first alumni fund in 1890. The oldest independent but affiliated foundation designed to aid a state institution through the use of

private resources was the Kansas University Endowment Association, incorporated in 1895.

Foundations and private giving played a major role in the development of many of the great institutions of higher education in the United States. Curti and Nash (1965) in their book Philanthropy in the Shaping of American Higher Education outline the role of the university foundation in the development of American universities. Universities' foundations have provided the funds and support to sustain and maintain a high level of quality at both public and private institutions.

Community College Foundations

The history of foundations at community colleges has been much shorter than that of university foundations. The first public junior college opened in 1902 at Joliet, Illinois.

William Rainey Harper, the president of the University of Chicago, recommended to school officials in Joliet, Illinois, that they offer two years of classwork beyond high school. If successfully completed these students would be accepted by the University of Chicago for the junior and senior years. (Wattenbarger and Cage, 1974, p. 19)

Similar plans were instituted in other cities throughout the United States. In 1906 the California legislature provided that "... the board of trustees of any city, district union, joint union or county high school could prescribe postgraduate courses of study for graduates of its high school or other high schools" (Fields, 1962, p. 27).

Community colleges grew in number following the depression. The enrollment in two year colleges tripled between 1940 and 1960, extending from 200,000 to 600,000 full-time and part-time students (Carnegie Commission, 1970, p. 4).

This growth demanded financial resources to meet the needs of the ever increasing number of students. College related foundations were a source used by a number of colleges to supplement local, state, and federal funds.

The first program of annual giving at a community college was established in 1906; foundations did not fully develop at the community college level until recently. The vast majority of community college foundations have been formed since the 1960's. The oldest foundation supporting a public community college was the Highlands Community College Foundation established in 1962 (Sims, 1976, p. 30). The community college foundations were primarily formed to:

provide an effective vehicle for the local solicitation of funds to help support programs and facilities at colleges not being adequately funded elsewhere. (Woodbury, 1973, p. 16)

The foundations provided services to both the students and the community. Their purpose has been oriented to the community rather than the alumni of the college. Edison (1968) in a paper presented at Northern Illinois University saw several advantages in operating a foundation:

1) By requiring precise definitions of all cooperative elements, the foundation could minimize any local political and/or personal pressures, and simultaneously insure continuity of operation as organization membership change personnel.

2) A foundation will broaden the base of college support throughout the college district and will thus contribute substantially to the public relations and educational objectives of the college.

3) A foundation provides a reciprocal tax exempt organization to receive funds for the college and will increase the base of participants capable of soliciting funds on behalf of the college.

4) A foundation frequently lends prestige to its operation in fund solicitation, since it is not necessarily limited to a geographic area and need not tie itself up by representing the name of only one specific institution.

5) A foundation can more readily determine the need for outside organizations and also obtain professional counsel when required.

6) A foundation can construct a relationship for lay citizens to work on specific phases of the college development in which they have the greatest interest.

7) A foundation can emphasize the locality of the college and educate the public to the fact that the college is responsive to local needs.

8) A foundation can define public responsibility for the needs of the college without the onus of any personal benefits which might accrue to the college staff. This function should result in the development of a highly cooperative, enlightened, and responsive citizenry which would fulfill the goals of the college programs. (pp. 14-15)

The administration of a college can be aided greatly by a foundation. Several studies have been written over the last twenty years on fund-raising while a limited number of studies have been completed on community college foundations.

Characteristics of a Community College Foundation

One of the purposes of this study was to determine the characteristics of a successful community college foundation. Success can be defined as the ability of an organization to meet its stated objectives. Although no studies were found that identified the characteristics of a successful foundation, several statements have been made regarding successful foundations.

Woodbury (1973) in his article saw the community college foundations' primary purpose as an effective vehicle for raising funds. Many of the earlier studies of fundraising at community colleges included data dealing with community college foundations. These studies showed an increasing amount of funds coming to colleges through the foundation (Bremer, 1965; MacRoy, 1970; Hargis and Blocker, 1974). This emphasis was continued in 1973 when Sims completed a study of The College Related Foundation as a Viable Concept for Resource Development in Alabama Junior Colleges. Sims (1973) defined the effective foundation as one that brought in the largest amounts of money.

Silvera (1974) further clarified Sims' study. Silvera defined an effective foundation in terms of the amount of funds raised per full time equivalent student. The study examined the effectiveness of California community colleges based on this definition.

In another study, Luck (1973) examined fund-raising methods used by community colleges, as well as the role of the college related foundation. Luck and Tolle (1973) stated in their book on college fund-raising that:

One measure of success for a foundation is the number of gifts accumulated. However, the best evaluative measure is reflected by the fiscal assistance provided to the college. (p. 49)

Strong public relations with the community was seen as another characteristic of a community college foundation. Sharron (1978) cited the foundation as ". . . a means of providing additional citizen input into meeting the special needs of the college" (p. 2). The involvement of community leaders and potential donors can also be an important asset to the college. Woodbury (1973) stated:

An additional advantage is a broadened base of local support for the college by the recruitment of leading members of the community for the effort. (p. 48)

The involvement of the formal and informal power structure of the community was seen by Sharron (1978) as a major need of the foundation board.

Kuhn (1968) saw the foundation as a vehicle to ". . . effectuate and aid in general the cause of education in the community college" (pp. 3-4).

Many of these characteristics developed from the University foundation model. Student scholarships were a major part of the University foundation program. These scholarships were used to aid students with special talents and needs to enter the institution. The level and size of these scholarships was seen by Woodbury (1973) as another function of the community college foundation.

Foundations in the United States have taken on many different forms. Andrews (1960) and Curti and Nash (1965) both gave a long history of examples of successful foundations. In each of the examples presented the foundation showed a history of successfully funded projects and a list of innovations brought about through the funds of the foundation. Past studies have suggested several characteristics of a successful foundation. Some came from a University model, others have been developed from the past history of foundations. This study examined the perceptions of those most involved with community college foundations, the college president and development officer, to determine the characteristics of a successful community college foundation.

The Environment of a Foundation

Advantages can be offered to a college through a successful community college foundation. Many conditions or factors can aid or insure that a community college foundation will be successful. These factors can be divided into

three areas: 1) the community, 2) the college, and 3) the foundation itself. Some of these areas can be controlled while others are beyond the control of the administrators of the college.

The characteristics of a community can be a great asset to the community college foundation. Bremer (1965) in his study found that the Middle Atlantic States had the greatest total average of funds given to colleges. New York was the best state for philanthropic support. Besides the geographic location of a college, the wealth of a community can also have an effect. Struckhoff (1977) felt that in order for wealth to be drawn from the community, a certain amount of wealth must be present (p.1-4). Sharron (1978) pointed out that people have been educated to give in communities with other colleges and universities. Each of these factors is beyond the control of the college administration, but have a major effect on the success of the foundation.

The success of the foundation can also be influenced by factors within the college. Robertson (1967) saw the need for presidential support:

There can be no less than total commitment. A development program should not even be initiated if the chief executive officer does not believe in it or does not want it. Success in development programs may depend on the president's commitment of time and energy. (p. 75)

Other writers have seen the effects of conditions with the college. The age and size of the college have also been found to affect the success of the foundation. Alumni were seen by Bremer (1965) as being an important element in the success of a foundation. Silvera (1974) found some effects of the structure of the college on the success of the community college foundation. All of these are factors found in the college that cannot be easily changed.

This study has examined those conditions that can be manipulated by the administrator to foster a successful foundation. This review of literature centers on three themes derived from the conditions of a successful community college foundation as developed by the panel of experts for the study. The themes of planning, communication, and motivation were examined in relation to the development and maintenance of a community college foundation.

Conditions Found in a Successful Foundation

Every organization has certain functions that enable it to be successful in its environment. Without these functions the organization has been shown to have great difficulty reaching a level of success.

Barnard (1938) speaks to this point:

A cooperative system is incessantly dynamic, a process of continual re-adjustment of physical, biological, and social events as a whole. (p. 59)

A cooperative system is a complex of physical, biological, personal and

social components which are in a specific systematic relationship by reason of the cooperation of two or more persons for at least one definite end. (p. 65)

The survival of such a system has been found to be dependent upon equilibrium of the following in an organization: 1) communication, 2) willingness to serve, and 3) common purpose (Barnard, 1938, p. 82).

These three areas are similar to the three themes developed by the panel of experts for the present study. Barnard's statement summarizes the conditions affecting the community college foundation: planning, communication, and motivation. Struckhoff (1977) in his discussion of community foundations was supportive of this statement:

A foundation must 1) create awareness of its existence, 2) build acceptance of its utility, and 3) motivate individual donors to take action in support of the foundation. Awareness, acceptance and action are the keys to growth. (p. x-5)

Struckhoff (1977) emphasized the importance of planning:

A plan keeps foundation effort and expenditures within reasonable bounds and relates costs to results reasonably to be expected. It should be a continuing process designed to fulfill objectives over the short and the long term. (p. x-6)

These three areas summarize the conditions conducive to the development and success of an organization. They should have relevance to the development of a community college foundation.

Planning

Planning can be considered a process to accomplish systems change in an organization. McClenney (1978) in an article in the Community and Junior College Journal entitled "The President as Manager" stated that:

One of the most significant ways for a president to provide leadership in charting the course of an institution is to indicate a systematic planning program. A good planning process, if successful, will enable the president to anticipate change in the future, clarify organizational priorities, and fairly allocate resources. (p. 32)

Kast and Rosenzweig (1974) were also supportive of planning.

Planning is a key managerial function which provides the means by which individuals and organizations cope with a complex, dynamic, everchanging environment. (p. 436)

As a function, planning involves setting organizational objectives and designing the means for achieving them. Planning provides a framework for integrated decision making throughout the organization (p. 436).

Without planning, the decisions made by an administrator tend to be made on a superficial basis, either in response to a crisis or in the footsteps of the actions of other colleges in a similar situation. Sims (1978) felt that planning was an important part of management and this importance would grow over the next decade with the scarcity of funds and declining enrollment at community colleges.

McClenney (1973) found planning to be a major part of a well-managed institution. The Higher Education Management Institute regarded an institution as being well-managed when it had:

Clear goals and objectives stated in terms that will insure they are observed and which are understood and adopted by college staff members.

Policies and procedures supporting efficient allocation and management of available resources.

An organizational structure and climate in which the college staff members are highly motivated to work toward achievement of college goals. (McClenney, 1973, p. 32)

Planning can be applied to community college foundations. Struckhoff (1977) showed that it was a necessary part of the development of a community foundation (p. 11-1). Through planning the foundation staff fostered the backing of the population and through that support the community foundation met their goals.

Bremer (1965), in one of the earliest studies of private support to public two-year colleges, examined the extent to which junior colleges had planned programs for securing private support. The study concluded that there was a need for more study of planned giving at public community colleges. Sims (1973), in one of the first studies of community college foundations, recommended that college related foundations should be established with precisely defined goals. Silvera (1974), in his study of California Community College

foundations, found that college administrators were passive in their utilization of college related foundations. The study concluded that a greater effort needed to be made by the foundation staff to plan the use of community college foundations. Silvera (1974) recommended:

Existing foundations should review their development programs to determine whether they have made provisions for appropriate staffing of a development office, program goals and objectives, public relations activities, and publicity, an active alumni association, and membership in organizations. (p. 104)

Luck (1974) in his national study of community college foundations supported Silvera's conclusions:

Most public comprehensive community colleges with foundations do not fully utilize the potential of their foundations. (p. 165)

Luck concluded that many community college foundations focused the purposes of their foundation too narrowly (p. 165). Luck felt that a foundation could be used to meet a broader body of needs at the college. Luck and Tolle (1978) saw that the activities of the foundation needed to be carefully evaluated and thoroughly planned. Sharron (1978) found vague and unclear statements of purpose and inadequate planning of foundation activities to be one of the major pitfalls in the establishment of a community college foundation (p. 8).

Studies of development, fund-raising, and foundations have consistently placed heavy emphasis on the use of planning. Planning enables an organization to operate effectively

in an environment of change, therefore becoming a necessity for a college and its foundation.

Communications

Edmund Gleazer (1968) in his book This Is The Community College outlined a special relationship between the community and the college.

Undoubtedly when this institution is at its best it reaches out to the people who comprise its environment, involves them, identifies with them, is of them and by them.
(p. 99)

This type of relationship assures a strong program of public relations or good communications between the college and the community. William Cummerford (1978) defined public relations as:

The planned creation and maintenance of a climate favorable to the orderly achievement of certain defined objectives without adversely affecting other desirable objectives.
(p. 291)

Kerns (1968) in a presentation quoted Abraham Lincoln as saying ". . . public sentiment is everything. With public sentiment, nothing can fail, without it, nothing can succeed" (p. 15). Hagan (1968) applied this principle to the community colleges and university:

No college or university can disregard the importance of a positive public relations program both for the maintenance of its own prestige and for advancing the vital contributions it makes to the world of higher education. (p. 31)

Public relations has been shown to be a continuous process of administrators of the college, especially the president, to obtain good will, understanding and support from the public at large. Communications, according to Gross (1964), was an essential part of the internal functioning of an organization as well as the only way the group can have any affect on the people and groups in their environment.

According to Woodbury, foundation board members can be an important means of communicating the benefits and needs of the college to community leaders and organizations (p. 2). Sharron (1978) expressed communications in two of the phases he outlined in developing a community college foundation. In the Educational Awareness Phase, foundation board members were made aware of the strengths and weaknesses of the college as well as the various programs of the college. This input formed the basis of the Community Relations Program which expanded the information about the college and foundation to the rest of the community. Sharron (1978) suggested that ". . . each member of the board of directors should be assigned to contact a minimum of ten to twelve potential donors or friends for most campaigns" (p. 5).

Luck and Tolle (1978) saw the operation of the two year college foundation as a task of deliberate public relations (p. 47). They advocated the use of the community college staff and faculty to promote the development plan of the college. Bremer (1965) supported their view:

The faculty can be very effective in interpreting the various parts of the blueprint to the institution's publics in creating an institutional image, in building the profile of the student the institution wishes to attract, and in actually helping obtain financial support by listing the educational concepts for which money can be given to realize the institution's goals. (p. 25)

Although Sharron (1973) stated that they should not be a member of the foundation board, little study has been made of faculty participation in the community college foundation.

According to Bremer, the alumni were crucial to the development of a program of giving at the college. Bremer (1965) stated that without substantial alumni support, more vital in participation than amount, any appeal to non-alumni, foundations, corporations, parents or any other source, will ultimately fail. Silvera (1974) differed in his findings regarding alumni. The California study found no correlation between alumni associations and effective community college foundations.

Good communications and public relations have been shown to be a need of community colleges. Harper (1976) stated

. . . the community college does operate in an increasingly competitive society where the recipe for support must be cut into increasingly smaller portions as various good things in the society vie for attention and assistance. (p. 9)

This same competitiveness faces the community college foundation. Elements of communication should be a part of the conditions necessary for a successful foundation.

Motivation

A person or community must be motivated to be supportive of an organization. Plans can be developed along with a well established communications system but the substance of the plans and communications must be oriented to the needs of the community served by the organization. According to Kast and Rosenzweig (1974):

A motive is what prompts a person to act in a certain way or at least develop a propensity for specific behavior. This urge to action can be touched off by an external stimulus, or it can be internally generated in individual thought processes. (p. 254)

The challenge to every organization has been to identify those factors which will motivate the community to support that organization. As Metcalf and Urwick (1940) quote Mary Parker Follett:

The success of organization engineering depends on its treatment of the problem of participation, of functional relating. To draw out the capacities of all and then to fit these together is our problem. (p. 229)

Barnard (1938) made a similar case regarding motivation:

For the continual existence of an organization, either effectiveness or efficiency is necessary, and the longer the life, the more necessary both are. The vitality of organizations lies in the willingness of individuals to contribute forces to the cooperative systems. (p. 92)

Effectiveness is the extent to which the organization's goals are accomplished. Efficiency, on the other hand, is

the extent to which the individual goals are realized. An institution must respond to these needs of the population or the institutional organization will fail.

Hertzberg (1966) pointed out:

The primary function of any organization, whether religious, political or industrial, should be to implement the needs of man to enjoy a meaningful existence. (p. x)

The definition of meaningful existence has been found to be ever changing. As Kast and Rosenzweig (1974) stated:

It is apparent that needs vary with the individual and hence lend to differential behavior patterns. To confound the matter even further, an individual's needs vary over time. His value system evolves continually and an integral part of that evaluation is the motivational process. As some needs are satisfied, they become less important in the scheme of things. Others develop through experience. (p. 254)

Maslow (1954) sees a human being as an ever-searching individual never reaching complete satisfaction except for a short time. "On the whole we yearn consciously for that which might conceivably be actually attained" (p. 77).

Bremer (1968) quoted Longyear as stating ". . . the most effective way to stimulate and sustain interest is to bring alumni back to campus for conferences" (p. 38). Bremer (1968) felt that personal contact with the donor could be an important motivation for him to donate to the college as well as to allow the college representative to know the donor better.

In writing of donor solicitations, Sheppard (1972) highlighted the importance of close contact with the donor. Each logical prospect should feel that his gift was vitally needed by the well-run, useful agency so it can perform better in the future. Sharron (1978) was supportive of the idea of close personal contact between the donor and the college when he suggested that: "The board of directors should use personal contacts (rather than letter or telephone) with potential donors" (p. 6).

Volunteers have been shown to be an important asset to the college development. Bremer (1968) quotes Gonsen and Gerber stating ". . . there is no substitute for the enlistment of people as active volunteer workers in college development programs. Volunteers increase the potential of the number of people who could be personally contacted" (p. 28).

Gonsen and Gerber (1961) felt that the volunteer needed to be sold on the cause of the institution. The effective volunteer was one who was knowledgeable of the operations of the college and aware of the functions and objectives of the college (p. 80).

Because of the special and varying needs of the community, Pollard (1958) suggested that files be kept on the prospective donors. These donors fell into three categories: 1) alumni, 2) individuals (non-alumni) and 3) business concerns.

Nunnery and Kimbrough (1971) stressed the importance of the involvement of the power structure of the community

in an organization to foster its success:

The power structure of the community is the systematic, relative distribution of social power among the citizens in determining the type of community they want and the kind of institutional arrangements that will serve them. The exercise of power by citizens is not equal; there is an unequal distribution of influence in the system. (p. 8)

The return from the support of this group becomes greater because of the power they hold in the community. The structure of community power structures will vary because of a number of variables in the community (Kimbrough and Nunnery, 1976, p. 343).

The motivation to make a college foundation a success is not just limited to the community participants.

According to Woodbury (1973):

Its (the foundation) success, however, is dependent upon the time and energies available on the part of the college staff and their ability to select enthusiastic board members and to maintain their interest. It should only be created when the college is willing to give it a high priority, adequate staff and a commitment of institutional resources; otherwise, there is more to be lost than gained. (p. 48)

Motivation should be one of the themes found in the conditions of a successful community college foundation. Previous writings on community college foundations, as well as the studies done on planning, communication, and motivation theory, all offer insights into the college foundation. Each offer criteria for the evaluation of community college foundations.

Evaluative Criteria

As community college foundations have evolved over the last twenty years, certain characteristics have marked the more successful foundations. There have been certain conditions that have enabled these college foundations to grow successfully.

Although authors (Kuhn, 1968; Edison, 1968) were able to list certain functions of a foundation and other researchers (Sims, 1973; Silvera, 1974; Luck, 1974) have surveyed community colleges with regard to fund-raising, none of these writers examined the perceptions of presidents and development officers regarding the characteristics and conditions of a successful foundation. A descriptive survey was used as the most appropriate method to survey the community colleges in the Southeastern United States. This process established the state of foundations in Region IV. The method was chosen because of two existing conditions pointed out by Fox (1969):

First, that there is an absence of information about a problem of educational significance, and second, that the situations which could generate that information do exist and are accessible to the researcher.
(p. 313)

This method enabled criteria to be derived for the evaluation of community college foundations. The evaluative process has taken on many different forms over the years. Stufflebeam (1971) defined evaluation as:

the process of delineating, obtaining, and providing useful information for judging decision-alternatives.
(p. 40)

More specifically, Bigmann (1961) saw six purposes for evaluation:

1. To discover whether and how well objectives are being fulfilled.
2. To determine the reasons for specific successes and failures.
3. To uncover the principles underlying a successful program.
4. To divert the course of experiments with techniques for increasing effectiveness.
5. To lay the basis for further research on the reasons for the relative success of alternative techniques.
6. To redefine the means to be used for attaining objectives and even to redefine subgoals in the light of research findings. (p. 99)

Stated more precisely:

Evaluation then is an activity which attempts to provide the administrator with valid data on the consequences of his action. As such it provides a resource which may be used for the modification of programs to increase the chances of realizing both short- and long-range objectives. Thus, evaluation is a part of the process of bringing about organizational change. (VanMaanen, 1979, p. 31)

In order to allow for evaluation in an organization:

. . . time, money, creativity and skills are necessary. Moreover evaluation is useless unless in those situations where participants

cannot agree on what the program is attempting to achieve. (VanMaanen, 1979, p. 31)

Because of these factors, the evaluation takes on many different forms.

In this study, the research has been limited to the criterion of success of a community college foundation.

Gooler (1977) in a recent article in the Journal of Higher Education saw the investigation of criteria of success as not solely summative judgment of a program, but as an important aspect of clarifying intentions. Gooler made the point:

Success criterion should also be examined because people will make judgments about continued support for new programs, and it is important to understand the possible bases on which those judgments will be made. (p. 79)

The definition of these criteria provided a rationale for the existence and improvement of the community college foundation.

Conclusions

Foundations have played a major role in the development of education in the United States. Many of the great foundations grew out of the wealth of the 1900's. Foundations have affected the growth and development of both private and public universities. The history of foundations at community colleges has been much shorter. Past studies of community college foundations have shown them to be changing in scope and direction. These studies have suggested characteristics

of a successful foundation, but none have established these characteristics. The delineation of these characteristics offers administrators an instrument to evaluate and examine their foundation's goals and objectives.

Since the development of the first community college foundation at Highlands Community College in 1962, an increasing number of colleges have developed college related foundations. Some of these foundations have been successful, many have not met the expectations of college administrators. Certain conditions were responsible for this success or failure. Although studies have not been done on conditions found in a successful foundation, writers in the areas of planning, communications, and motivation theory offer suggested conditions that might apply to a community college foundation.

The past chapter has outlined the studies and writings on areas related to community college foundations. Chapters III and IV give the findings and conclusions from the study. These findings give administrators a picture of the present state of community college foundations.

CHAPTER III

ANALYSIS OF THE DATA

Introduction

The purpose of this study was to determine the characteristics and conditions of a successful community college foundation as perceived by the presidents and development officers of public community colleges in the Southeastern United States, the U. S. Department of Health, Education and Welfare, Region IV.

Specifically, answers to the following questions were sought:

- 1) How many community colleges in the Southeastern United States have foundations?
- 2) What do selected community college administrators perceive as the characteristics which identify a successful community college foundation?
- 3) What do selected community college administrators perceive as the conditions found in a successful community college foundation?
- 4) How do these perceptions of success vary between types of public community colleges (e.g., single, multi-campus, large and small colleges)?
- 5) How do the development officer and the president of a college vary in their perceptions of a successful community college foundation?

In this chapter, the results of the survey are presented and the findings to the previously stated questions are given.

In the first section of Phase I, the number of active foundations was determined. A basic questionnaire was developed to ascertain this information (see Appendix A). The questionnaire was sent to all Region IV colleges listed in the 1977 Community, Junior and Technical College Directory. Of the 192 colleges surveyed, 156 (81%) responded to the questionnaire. Of the 156 responding colleges, 31 (20%) were not accepted for the study because the constitution of the state specifically stated that these institutions were not community colleges. Out of the remaining 125 institutions, 53 (42%) did not have a foundation, four (3%) had foundations but they were not active, eight (6%) had foundations but they were incorporated after January 1, 1976. Twenty-two (17%) of the colleges had foundations and met the other criteria but did not have a development officer.

Thirty-eight (30%) of the colleges had active foundations that were formed on or before January 1, 1976. The selected community colleges met the criteria for a community college as set by Arney (1969) and had a person responsible for resource development. Sixty-two of the presidents and development officers from thirty-two colleges returned their questionnaire.

Of those who responded, twelve were designated as small single campus institutions (under 2,000 FTE), twelve were

designated large single campuses (over 2,000 FTE), and eight had multi-campus designations.

Basic data were collected on the amounts of money raised by foundations in the fiscal years 1976 to 1978. Table 1 presents the percentage of colleges raising money in each of the established categories:

TABLE 1
Percentage of Money Raised by
College Foundations by Fiscal Year

	1976	1977	1978
\$ 100-1,000	9.7%	9.7%	0
1,000-10,000	43.5%	33.9%	40.5%
10,000-50,000	27.4%	30.6%	33.9%
50,000-more	19.4%	25.8%	25.8%

Over this three year period over 60% of the colleges surveyed raised between \$1,000 to \$50,000 each year.

In an effort to survey those colleges that had active foundations the researcher developed three criteria for an active foundation. If any one of these criteria was found to be true of the college foundation, it was considered to be active. The first criterion stated that the college foundation had raised at least \$1,000 each year during the 1976-1978 period. Of the colleges meeting at least one of the criteria, 93.5% met this criterion. The second criterion stated that the college foundation had raised \$5,000 over the three year period (1976-1978). Again, 93.5% responded positively to this

criterion. The third criterion established that the foundation had sponsored at least three activities (receptions, scholarships, mail-outs, etc.) each year during the 1976-1978 period. Seventy-four percent responded positively to the criterion.

Characteristics of Successful Community College Foundations

A panel of experts was formed to help develop possible characteristics of a successful community college foundation. This panel was made up of the immediate past presidents of the National Council for Resource Development (N.C.R.D.), the regional head of N.C.R.D., for Region IV of the U. S. Department of Health, Education and Welfare, and the state representative of N.C.R.D. for Florida.

The criteria were formed through telephone conversations with the panel participants and a review of literature. The panel participants also gave a listing of conditions of success as well as a list of ten exemplary community college foundations. The lists of those characteristics and conditions taken from the literature as well as those noted by the panel of experts were combined. The suggestions of exemplary community college foundations were also stated. These three lists, exemplary community college foundations, characteristics of successful community college foundations, and conditions found in a successful community college foundation (see Appendix E), were mailed to the panel participants (see Appendix D). The responses from this survey formed the basis of the questionnaire.

The questionnaire was then sent to the presidents of the ten nominated exemplary community college foundations throughout the country. A letter was sent to the president asking for his support. Seven of the nominated presidents returned the questionnaire. The survey of the presidents of the exemplary foundations formed a field test and the responses were used to revise the questionnaire.

The final questionnaire (see Appendix F) was sent to the president and the person in charge of development at each of the 38 selected community colleges. Separate letters were sent to both the president and the person in charge of development (see Appendices G & H). Following is a summary of the returns.

Eighty-two percent of the presidents and development officers returned their questionnaires. From these returns, the mean ranking for each of the seven characteristics of a successful foundation were computed. Tables were formed to present the findings of the questionnaire.

Table 2 gives an ordered listing of the characteristics of a successful community college foundation. The characteristics were ordered according to the mean ranking of the sixty-two respondents. The mean was used because it gave the best measure of central tendency (Thorndike & Hagen, 1977).

Eighty-nine percent of the respondents accepted the characteristics given in the questionnaire; only seven made additions to the established characteristics. These were largely clarifications of the established criteria.

TABLE 2

Characteristics of a Successful
Community College Foundation by Ranking

	Mean	Median	Mode	Characteristics
1.	2.40	1.90	1	B) Establishes strong public relations with the community
2.	3.04	3.06	3	D) Involves effective community leaders and potential donors as members
3.	3.54	3.50	2	E) Provides a vehicle for community involvement in the institution
4.	4.29	4.07	4	G) Has a series of ongoing projects sponsored by the foundation that are oriented to the college
5.	4.54	4.80	7	A) Raises large amounts of money
6.	4.87	5.03	7	F) Provides a major source of student aid
7.	5.24	5.62	7	C) Initiates new ideas and processes

These additional characteristics given by the respondents were summarized in three statements:

- 1) Has a strong durable leader with a background in all aspects of administration;
- 2) Recruits students and assists with faculty development and morale;
- 3) Allows a means for money to be raised as needed by the college to promote the desired progress.

The median and mode were also included in the table to give added information regarding central tendency.

Conditions Found in a Successful Community College Foundation

The same steps used in the development of the characteristics were also followed in the development of the conditions that foster a successful foundation.

The result of the development process established a final questionnaire containing 22 variables. In order to facilitate the responses from the participants in the field and to get response on the relative importance of each of the conditions, the respondents were first asked to rate each of the conditions, using a Likert scale. A "0" was given if the respondents felt it was not applicable; a "1" was given if they felt the condition was of no influence; a "2" was given if they felt the condition was of little influence; a "3" was given if they judged the condition to have some influence; and a "4" was given if they felt the conditions were of great influence.

TABLE 3

Conditions That Influence a Successful
Community College Foundation by Likert Scores

	Mean	Median	Mode	Conditions
1.	3.86	3.94	4	P) Has a governing board that is aware of its role and responsibility
2.	3.80	3.88	4	A) Has an organized and defined planned effort at fund raising and resource development, involving the president and the community
3.	3.73	3.85	4	V) Has a clear statement of purpose for the foundation
4.	3.71	3.81	4	C) Establishes programs to involve community leaders
5.	3.68	3.80	4	S) Involves the formal and informal power structure of the community on the foundation
6.	3.67	3.82	4	Q) Has a professional person that works with the president to establish fund-raising plans
7.	3.51	3.72	4	B) Has a not-for-profit association
8.	3.44	3.57	4	N) Has activities which are centered on specific ideas or causes

TABLE 3 (continued)

	Mean	Median	Mode	Conditions	
9.	3.41	3.50	4	I) Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development	
10.	3.38	3.68	4	II) Establishes activities and programs that allow for funds in perpetuity	
11.	3.27	3.33	4	L) Has an annual funding activity	
12.	3.27	3.44	4	D) Has a diversity of activities which allow people to participate in activities which foster community development	
13.	3.24	3.27	3	F) Lends itself to activities which allow for special recognition of donors (i.e., Capital Funds)	
14.	3.25	3.25	3	I) Has annual sustained activities in several areas	
15.	3.24	3.29	3	U) Has a program for deferred giving	
16.	3.21	3.32	4	J) Has liquid and non-liquid assets	
17.	3.14	3.19	3	T) Has a faculty that is supportive and knowledgeable of the foundation	51
18.	3.06	3.14	3	O) Has specific public relations activities for small groups on the community college campus with no fund-raising agenda	

TABLE 3 (continued)

Mean	Median	Mode	Conditions
19. 3.05	3.15	3	G) Supports activities and programs that interest the 10% of the community that gives 90% of the money
20. 3.00	3.02	3	M) Has developed sophisticated mass and limited distribution material
21. 2.98	3.04	3	K) Conducts foundation activities in a "low-key" manner
22. 2.63	2.70	3	R) Has an alumni association

The responses were summarized on Table 3. The conditions were ranked according to mean response to the Likert scale. The mode and median were also included to give other measures of central tendency.

Presidents and development officers were then asked to give any additional conditions that they felt would foster a successful community college foundation. Eighty-one percent of the respondents accepted the conditions as stated in the questionnaire. The majority of the additional conditions were clarifications of the established conditions. The responses could be grouped under the following areas:

- 1) Regular informal meetings between the foundation trustees and college presidents;
- 2) Adequate staff for research contact and follow-up;
- 3) Plan for institutional development;
- 4) Having a full-time director for the foundation with appropriate salary level and expertise;
- 5) Development of an internal fund raising plan.

The respondents were also asked to rank order the ten top conditions from the established twenty-two conditions. The aim was to establish those conditions which administrators perceived as being the most influential in fostering a successful foundation. The rank ordering procedure offered more information regarding the importance of the established conditions (Kerlinger, 1975). The findings of this section are given in Table 4.

TABLE 4

Conditions That Influence a Successful
Community College Foundation by Rank Order Scores

	Mean	Median	Conditions
1. 3.22	2.16	A)	Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community
2. 4.98	3.78	P)	Has a governing board that is aware of its role and responsibility
3. 6.11	5.37	V)	Has a clear statement of purpose for the foundation
4. 6.24	5.70	C)	Establishes programs to involve community leaders
5. 7.06	7.59	Q)	Has a professional person that works with the president to establish fund-raising plans
6. 7.40	8.83	B)	Has a not-for-profit association
7. 7.51	7.83	S)	Involves the formal and informal power structure of the community on the foundation board
8. 8.04	9.50	E)	Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development
9. 9.09	10.58	II)	Establishes activities and programs that allow for funds in perpetuity

Table 4 gives an ordered ranking of the conditions found in a successful community college foundation as perceived by presidents and development officers. The mean responses for each of the conditions were tabulated. The variable with the lowest mean was given the ranking of one. The ten lowest means were also appropriately placed.

The researcher, in Table 5, examined the question of whether there was a significant difference in the responses of presidents and development officers in their ranking of the characteristics of a successful foundation. The use of a t-test was able to determine those characteristics which showed significant difference. The researcher was interested in seeing if any of the variables differentiated between perceptions of presidents and development officers.

The following characteristics were found to be significant at the .10 level:

- B) Established strong public relations with the community;
- F) Provides a major source of student aid; and
- G) Has a series of ongoing projects sponsored by the foundation that are oriented to the college.

Examination of those variables showed that the responding presidents ranked public relations slightly higher than development officers. Making a comparison between presidents and development officers, the presidents gave a higher ranking to a series of ongoing projects oriented to the college while a lower ranking to the foundation as a source of student aid.

TABLE 5

Comparison of Administrative Perceptions
of Foundation Characteristics

		Mean	Standard Deviation	t Value	Degrees of Freedom
A)	Raises large amounts of money	A) 1) 4.87 2) 4.23	1.93 2.04	1.28	60
B)	Establishes strong public relations with the community	B) 1) 2.29 2) 2.51	1.47 1.75	1.42*	60
C)	Initiates new ideas and processes	C) 1) 5.00 2) 5.48	1.67 1.75	1.16	60
D)	Involves effective community leaders	D) 1) 2.94 2) 3.16	1.41 1.61	.59	60
E)	Provides a vehicle for community involvement in the institution	E) 1) 3.42 2) 3.68	1.91 1.68	.56	60
F)	Provides a major source of student aid	F) 1) 5.19 2) 4.54	1.91 1.75	1.39*	60
G)	Has a series of ongoing projects sponsored by the foundation that are oriented to the college	G) 1) 4.19 2) 4.58	1.68 2.17	1.67*	60

Note: 1) President (N = 31)
2) Development Officer (N = 31)

* $p < .10$

In Table 6, the researcher examined the perceptions of administrators at small single campuses, large single campuses, and multi-campus institutions to see if there was significant difference in their perceptions of characteristics. Analysis of Variance was used to determine if a significant difference existed. The researcher was interested in those characteristics that differentiated the responding groups of administrators. The findings were summarized in Table 6. An examination of the findings showed no significant difference in the responses of administrators at various size community colleges in their perceptions of characteristics of a successful community college foundation.

In Table 7, the responses of presidents and development officers were examined to see if there was significant difference in their ranking of conditions that foster successful community college foundations using the Likert scale findings from the questionnaire. A significant difference was found at the .10 level with the following variables:

- A) has an organized and defined planned effort at fund-raising and resource development, involving the president and community;
- R) has an alumni association.

At this level of significance, presidents rated having an organized and planned effort at fund-raising and resource development, involving the president and community, slightly higher than development officers. They did, however, rank

TABLE 6

Analysis of Variance of Perceptions
of Foundation Characteristics by Size of College

		Mean	Standard Deviation	F Ratio	F Prob- ability
A)	Raises large amounts of money	A) 1) 4.71 2) 4.50 3) 4.38	2.04 2.02 2.06	.14	.87
B)	Establishes strong public relations with the community	B) 1) 2.58 2) 2.23 3) 2.38	1.72 1.66 1.41	.28	.76
C)	Initiates new ideas and processes	C) 1) 5.05 2) 5.36 3) 5.38	1.83 1.65 1.41	.28	.75
D)	Involves effective community leaders and	D) 1) 3.04 2) 3.09 3) 3.00	1.40 1.69 1.51	.02	.98
E)	Provides a vehicle for community involvement in the institution	E) 1) 3.79 2) 3.82 3) 2.81	1.79 1.84 1.60	1.9	.16
F)	Provides a major source of student aid	F) 1) 4.63 2) 4.73 3) 5.44	2.06 1.86 1.41	1.0	.36
G)	Has a series of ongoing projects sponsored by the foundation that are oriented to the college	G) 1) 4.21 2) 4.27 3) 4.44	2.06 1.75 2.07	.067	.36

Note: 1) Single Campus (under 2,000 FTE) (N = 24)
 2) Single Campus (over 2,000 FTE) (N = 22)
 3) Multi-campus (N = 16)

TABLE 7

Comparison of Administrative Perceptions of
Foundation Conditions Using Likert Scale Findings

	Mean	Standard Deviation	t Value	Degrees of Freedom
A) Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community	A) 1) 3.71 2) 3.90	.53 .31	1.66*	58
B) Has a not-for-profit association	B) 1) 3.61 2) 3.42	.67 .77	1.06	60
C) Establishes programs to involve community leaders	C) 1) 3.71 2) 3.71	.10 .08	0.00	60
D) Has a diversity of activities which allows people to participate in activities which foster community development	D) 1) 3.45 2) 3.10	.72 .83	1.79**	60
E) Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development	E) 1) 3.52 2) 3.32	.12 .11	1.19	60
F) Lends itself to activities which allow for special recognition of donors (i.e., Capital Funds)	F) 1) 3.29 2) 3.23	.69 .68	.32	59
G) Supports activities and programs that interest the 10% of the community that gives 90% of the money	G) 1) 2.80 2) 3.32	.96 .77	2.27**	56

Note: 1) President (N = 31)
2) Development Officer (N = 31)

TABLE: 7 (continued)

		Mean	Standard Deviation	t Value	Degrees of Freedom
H)	Establishes activities and programs that allow for funds in perpetuity	H) 1) 3.35 2) 3.42	1.05 .72	.28	60
I)	Has annual sustained activities in several areas	I) 1) 3.30 2) 3.21	.75 .62	.52	57
J)	Has liquid and non-liquid assets	J) 1) 3.13 2) 3.29	.86 .82	.73	59
K)	Conducts foundation activities in a "low-key" manner	K) 1) 3.10 2) 2.87	.96 .76	1.03	59
L)	Has an annual funding activity	L) 1) 3.25 2) 3.30	.75 .70	.26	56
M)	Has developed sophisticated mass and limited distribution material	M) 1) 3.10 2) 2.88	.82 .75	1.05	52
N)	Has activities which are centered on specific ideas or causes	N) 1) 3.52 2) 3.36	.63 .77	.84	59
O)	Has specific public relations activities for small groups on the community college campus with no fund-raising agenda	O) 1) 3.10 2) 3.03	.90 .84	.32	58
P)	Has a governing board that is aware of its role and responsibility	P) 1) 3.90 2) 3.84	.31 .52	.56	59

Note: 1) President (N = 31)
2) Development Officer (N = 31)

TABLE 7 (continued)

		Mean	Standard Deviation	t Value	Degrees of Freedom
Q)	Has a professional person that works with the president to establish fund-raising plans	Q) 1) 3.65 2) 3.69	.67 .55	.22	53
R)	Has an alumni association	R) 1) 2.78 2) 2.45	.75 .96	1.32*	47
S)	Involves the formal and informal power structure of the community on the foundation board	S) 1) 3.73 2) 3.65	.83 .75	.64	59
T)	Has a faculty that is supportive and knowledgeable of the foundation	T) 1) 3.19 2) 3.10	.83 .75	.48	60
U)	Has a program for deferred giving	U) 1) 3.25 2) 3.23	.25 .23	.09	52
V)	Has a clear statement of purpose for the foundation	V) 1) 3.25 2) 3.24	.71 .77	.43	59

Note: 1) President (N = 31)
2) Development Officer (N = 31)

* $p < .10$

** $p < .05$

having an alumni association slightly lower than the development officers.

At the .05 level of significance, the following variables were noted:

- D) has a diversity of activities which allow people to participate in activities which foster community development;
- G) supports activities and programs that interest the 10% of the community that gives 90% of the money.

Presidents ranked having a diversity of activities which allow people to foster community development lower than development officers. Presidents, however, gave a much higher ranking to supporting activities for the 10% of the community that gives 90% of the money than development officers.

In Table 8, Analysis of Variance was used to determine if there was significant difference in the perceptions of administrators at small single campuses, large single campuses, and multi-campus institutions regarding the ranking of conditions that foster successful community college foundations using the Likert scale provided in the questionnaire.

Using this procedure, the following conditions were found to be significant at the .10 level:

- C) establishes programs to involve community leaders;
- K) conducts foundation activities in a "low-key" manner;
- L) has an annual funding activity;
- T) has a faculty that is supportive and knowledgeable of the foundation.

TABLE 8

Analysis of Variance of Likert Scale Scores
by Size of Community College

		Means	Standard Deviation	F Ratio	F Prob- ability
A)	Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community	A) 1) 3.82 2) 3.82 3) 3.75	.50 .39 .45	.14	.87
B)	Has a not-for-profit association	B) 1) 3.38 2) 3.64 3) 3.56	.82 .66 .63	.79	.45
C)	Establishes programs to involve community leaders	C) 1) 3.54 2) 3.82 3) 3.81	.59 .39 .40	2.39*	.10
D)	Has a diversity of activities which allow people to participate in activities which foster community development	D) 1) 3.08 2) 3.41 3) 3.38	.77 .85 .72	1.15	.32
E)	Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development	E) 1) 3.25 2) 3.50 3) 3.65	.68 .67 .51	1.43	.25
F)	Lends itself to activities which allow for special recognition of donors (i.e., Capital Funds)	F) 1) 3.21 2) 3.29 3) 3.31	.66 .64 .79	.13	.88

Note: 1) Small single campus (under 2,000 FTE) (N = 24)
 2) Large single campus (over 2,000 FTE) (N = 22)
 3) Multi-campus (N = 16)

TABLE 8 (continued)

		Mean	Standard Deviation	F Ratio	F Prob- ability
G)	Supports activities and programs that interest the 10% of the community that give 90% of the money	G) 1) 2.96 2) 3.06 3) 3.19	1.00 .94 .75	.30	.74
H)	Establishes activities and programs that allow for funds in perpetuity	H) 1) 3.13 2) 3.55 3) 3.56	1.12 .67 .73	1.73	.19
I)	Has annual sustained activities in several areas	I) 1) 2.86 2) 3.57 3) 3.38	.17 .11 .13	7.43**	.00
J)	Has liquid and non-liquid assets	J) 1) 3.04 2) 3.27 3) 3.38	.88 .83 .81	.82	.45
K)	Conducts foundation activities in a "low-key" manner	K) 1) 3.22 2) 3.56 3) 2.13	.74 .66 .72	2.70*	.08
L)	Has an annual funding activity	L) 1) 3.00 2) 3.50 3) 3.31	.73 .67 .79	2.70*	.08
M)	Has developed sophisticated mass and limited distribution material	M) 1) 2.84 2) 3.26 3) 2.88	1.01 .56 .62	1.73	.19

Note: 1) Small single campus (under 2,000 FTE) (N = 24)
 2) Large single campus (over 2,000 FTE) (N = 22)
 3) Multi-campus (N = 16)

TABLE 8 (continued)

		Means	Standard Deviation	F Ratio	F Prob- ability
N)	Has activities which are centered on specific ideas or causes	N) 1) 3.29 2) 3.43 3) 3.69	3.29 3.43 3.69	1.59	.21
O)	Has specific public relations activities for small groups on the community college campus with no fund-raising agenda	O) 1) 2.91 2) 3.29 3) 3.00	.90 1.06	1.10	.34
P)	Has a governing board that is aware of its role and responsibility	P) 1) 3.65 2) 4.00 3) 4.00	.65 .00 .00	5.46**	.007
Q)	Has a professional person that works with the president to establish fund-raising plans	Q) 1) 3.44 2) 3.76 3) 3.81	.78 .54 .40	1.97	.15
R)	Has an alumni association	R) 1) 2.61 2) 2.56 3) 2.73	.98 .81 .80	.16	.86
S)	Involves the formal and informal power structure of the community on the foundation board	S) 1) 3.57 2) 3.77 3) 3.75	.59 .43 .58	.99	.38
T)	Has a faculty that is supportive and knowledgeable of the foundation	T) 1) 3.25 2) 3.86 3) 3.38	.68 .94 .62	2.42*	.10

Note: 1) Small single campus (Under 2,000 FTE) (N = 24)
 2) Large single campus (Over 2,000 FTE) (N = 22)
 3) Multi-campus (N = 16)

TABLE 8 (continued)

		Mean	Standard Deviation	F Ratio	F Prob- ability
U) Has a program for deferred giving	U)	1) 3.21 2) 3.26 3) 3.25	.86 .73 .68	.024	.98
V) Has a clear statement of purpose	V)	1) 3.65 2) 3.77 3) 3.81	2.95 2.59 3.33	.46	.63

Note: 1) Small single campus (under 2,000 FTE) (N = 24)
 2) Large single campus (over 2,000 FTE) (N = 22)
 3) Multi-campus (N = 16)

* $p < .10$

** $p < .01$

Administrators at small single campuses saw 1) establishing programs to involve community leaders, 2) maintaining an annual fund, and 3) having a supportive and knowledgeable faculty as conditions that were slightly more significant than administrators at other size community colleges. Multi-campus presidents and development officers perceived conducting foundation activities in a "low-key" manner as more significant than administrators at smaller sized campuses.

Two other conditions were found significant at the .01 level:

- I) has annual sustained activities in several areas;
- P) has a governing board that is aware of its role and responsibility.

Presidents and development officers at small single campus colleges rated both of these criteria significantly higher than administrators at other size colleges.

In Table 9, a t-test was used to see if significant difference existed between presidents and development officers in their rank ordered perceptions of conditions which foster a successful community college foundation. No significant difference was established through the use of the test.

In Table 10, an Analysis of Variance was again used to determine if there was a significant difference in the perceptions of administrators at small single campus colleges, large single campus colleges, and multi-campus colleges. A significant difference was found at the .05 level for the following condition:

TABLE 9
Comparison of Administrative Perceptions
of Foundation Conditions, Using Rank Order Scores

		Mean	Standard Deviation	t Value	Degrees of Freedom
A)	Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community	A 1) 3.29 2) 3.16	3.21 2.62	.17	60
P)	Has a governing board that is aware of its role and responsibility	P) 1) 5.25 2) 4.71	3.46 3.48	.62	60
V)	Has a clear statement of purpose for the foundation	V) 1) 6.26 2) 5.97	4.50 4.06	.40	60
C)	Establishes programs to involve community leaders	C) 1) 5.70 2) 6.77	3.43 3.59	1.19	60
Q)	Has a professional person that works with the president to establish fund-raising plans	Q) 1) 6.80 2) 7.32	3.30 3.51	.60	60
B)	Has a not-for-profit association	B) 1) 7.39 2) 7.42	3.84 4.34	.03	60
S)	Involves the formal and informal power structure of the community on the foundation board	S) 1) 7.94 2) 7.10	2.67 3.33	1.09	60

Note: 1) President (N = 31)
2) Development Officer (N = 31)

TABLE 9 (continued)

		Mean	Standard Deviation	t Value	Degrees of Freedom
E) Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development	E)	1) 8.00	3.50	.12	60
		2) 8.10	3.03		
H) Establishes activities and programs that allow for funds in perpetuity	H)	1) 9.00	2.77	.29	60
		2) 9.19	2.47		
T) Has a faculty that is supportive and knowledgeable of the foundation	T)	1) 9.32	2.60	.55	60
		2) 8.94	2.92		

Note: 1) President (N = 31)
2) Development Officer (N = 31)

TABLE 10

Analysis of Variance of Rank Ordered Scores
by Size of Community College

		Mean	Standard Deviation	F Ratio	F Prob- ability
A)	Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community	A) 1) 2.92 2) 3.14 3) 3.81	2.95 2.59 3.33	.56	.63
P)	Has a governing board that is aware of its role and responsibility	P) 1) 3.65 2) 4.00 3) 4.00	.65 0.00 0.00	.55	.01
V)	Has a clear statement of purpose for the foundation	V) 1) 3.65 2) 3.77 3) 3.81	.57 .53 .40	.53	.59
C)	Establishes programs to involve	C) 1) 5.88 2) 7.50 3) 5.06	4.04 3.07 2.89	2.55**	.09
Q)	Has a professional person that works with the president to establish fund-raising plans	Q) 1) 9.04 2) 5.32 3) 6.50	2.84 5.03 3.22	9.18**	.0003
B)	Has a not-for-profit association	B) 1) 7.83 2) 6.18 3) 8.44	4.09 4.05 3.85	1.69*	.19

Note: 1) Single campus (under 2,000 FTE) (N = 24)
 2) Single campus (over 2,000 FTE) (N = 22)
 3) Multi-campus (N = 16)

TABLE 10 (continued)

		Mean	Standard Deviation	F Ratio	F Prob- ability
S)	Involves the formal and informal power structure of the community on the foundation board	S) 1) 3.57 2) 3.77 3) 3.75	.59 .43 3.43	.99	.38
E)	Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development	E) 1) 7.17 2) 9.36 3) 7.56	3.43 2.70 3.24	3.06**	.05
H)	Establishes activities and programs that allow for funds in perpetuity	H) 1) 8.67 2) 9.32 3) 9.44	2.73 2.42 2.73	.54	.59
T)	Has a faculty that is supportive and knowledgeable of the foundation	T) 1) 3.25 2) 2.86 3) 3.78	.68 .94 .62	2.40**	.10

Note: 1) Single campus (under 2,000 FTE) (N = 24)
 2) Single campus (over 2,000 FTE) (N = 22)
 3) Multi-campus (N = 16)

* $p < .05$

** $p < .01$

B) has a not-for-profit association.

Administrators at large single campus colleges rated having a not-for-profit association significantly higher than administrators at other size colleges.

A significant difference was found at the .01 level with the following conditions:

- E) develops programs and causes that are people oriented which lend themselves readily to resource and fund development;
- T) has a faculty that is supportive and knowledgeable of the foundation;
- C) establishes programs to involve community leaders;
- Q) has a professional person that works with the president to establish fund-raising plans.

Administrators at large single campuses ranked the conditions of having programs and causes that are people oriented as well as establishing programs to involve community leaders significantly lower than administrators at other size colleges. The administrators of multi-campus colleges ranked the condition of having a supportive faculty much higher than administrators at other sized colleges. Small, single campus colleges ranked the conditions of having a professional person to work with the president to establish fund-raising plans much lower than administrators at other size colleges.

This procedure established that administrators of various sized community colleges varied significantly on some of the established conditions.

Kendall's Coefficient of Concordance (see Appendix I) was used to determine the similarities of responses in each of the following groups:

- 1) presidents of small single campus community colleges (under 2,000 FTE);
- 2) development officers at small single campus community colleges (under 2,000 FTE);
- 3) presidents of large single campus community colleges (over 2,000 FTE);
- 4) development officers of large single campus community colleges (over 2,000 FTE);
- 5) presidents of multi-campus community colleges;
- 6) development officers at multi-campus community colleges.

Table 11 gives a summary of the degree of agreement between the six groups of respondents for the seven characteristics of a successful community college foundation.

This procedure established a significance level of .001 for presidents of multi-campus community colleges. A significance level of .01 was reached for development officers of small single campus colleges and presidents of large single campuses. A significance level of .05 was reached by presidents of small single campuses and development officers at large single campuses. This procedure established that there was significant agreement among the respondents within the established groups to the characteristics of a successful foundation. The degree of agreement was at a

TABLE 11
Analysis of Concordance of Respondents
by Groups to Foundation Characteristics

	Sum of the Squares from the mean (S)	Degrees of Agreement (W)	Chi Square (χ^2)	Degrees of Freedom
1) Presidents - Small single campus	866	.21	15.46**	6
2) Development Officers - Small single campus	974	.24	17.39***	6
3) Presidents - Large single campus	1098	.32	21.39***	6
4) Development Officers - Large single campus	624	.18	12.15*	6
5) Presidents - Multi-campus	898	.50	24.05***	6
6) Development Officers - Multi-campus	536	.30	14.35**	6

$$* \chi^2_{.10} = 10.64$$

$$** \chi^2_{.05} = 12.59$$

$$*** \chi^2_{.01} = 16.81$$

$$**** \chi^2_{.001} = 22.46$$

significant level for presidents and development officers at multi-campus colleges.

This procedure was also followed for the examination of the degree of agreement of the groups of respondents to the college foundation. Table 12 gives a summary of these findings. The findings from the application of Kendall's Coefficient of Concordance showed that within each of the groups there was significant agreement. All groups reached agreement at a significance level of .001.

Chapter III offered a presentation of the findings of the study. Taking into account the robust nature of the t-test and F-test, (Boneau, 1960), the findings showed a level of significance. Characteristics and conditions of a successful foundation were established and ordered according to their awarded rankings. Significant difference and agreement was observed among the various established groups. In addition to determining the levels of significance, the application of these conditions to the theories developed in Chapter II was examined.

Application of Theory to the Established Conditions of Findings

The researcher developed the themes of planning, communication, and motivation to summarize the conditions identified. The conditions were grouped under the following themes:

TABLE 12

Analysis of Concordance of Respondents
by Groups to the Ten Top Conditions

	Sum of the Squares from the mean (S)	Degrees of Agreement (W)	Chi Square (χ^2)	Degrees of Freedom
1) Presidents - Small single campus	6378	.59	57.98*	9
2) Development Officers - Small single campus	6067	.56	55.15*	9
3) Presidents - Large single campus	4074	.45	40.41*	9
4) Development Officers - Large single campus	6354	.70	63.02*	9
5) Presidents - Multi-campus	2508	.52	34.20*	9
6) Development Officers - Multi- campus	2116	.44	28.86	9

* χ^2 = 27.88
.001

Planning

- A) Has an organized and defined planned effort at fund-raising and resource development involving the president and the community;
- B) Has a not-for-profit association;
- C) Establishes programs to involve community leaders;
- J) Has liquid and non-liquid assets;
- L) Has an annual funding activity;
- O) Has specific public relations activities for small groups on the community college campus with no fund-raising agenda;
- Q) Has a professional person that works with the president to establish fund-raising plans;
- U) Has a program for deferred giving;
- V) Has a clear statement of purpose for the foundation.

Communications

- K) Conducts foundation activities in a "low-key" manner;
- M) Has developed sophisticated mass and limited distribution material;
- P) Has a governing board that is aware of its role and responsibility;
- R) Has an alumni association;
- S) Involves the formal and informal power structure of the community on the foundation board;
- T) Has a faculty that is supportive and knowledgeable of the foundation.

Motivation

- D) Has a diversity of activities which allows people to participate in activities which foster community development;
- E) Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development.

- F) Lends itself to activities which allow for special recognition of donors (i.e., Capital Funds);
- G) Supports activities and programs that interest the 10% of the community that gives 90% of the money;
- H) Establishes activities and programs that allow for funds in perpetuity;
- I) Has annual sustained activities in several areas;
- N) Has activities which are centered on specific ideas or causes.

The findings give some insight into the application of these areas to successful community college foundations.

Under planning, the following conditions were rated highly:

	<u>Likert</u>	<u>Rank Order</u>
A) Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community	2	1
B) Has a not-for-profit association	7	6
C) Establishes programs to involve community leaders	4	4
Q) Has professional person that works with the president to establish fund raising plans	6	5
V) Has a clear statement of purpose for the foundation	3	3

Under the theme of communications, the following conditions were rated highly by the respondents:

P) Has a governing board that is aware of its role and responsibility	9	2
S) Involves the formal and informal power structure of the community on the foundation board	5	7
T) Has a faculty that is supportive and knowledgeable of the foundation		10

Under the theme of motivation, the following was rated highly by the respondents:

	<u>Likert</u>	<u>Rank Order</u>
E) Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development	9	8
H) Establishes activities and programs that allow for funds in perpetuity	10	9
N) Has activities which are centered on specific ideas or causes	8	

Although each of the themes had conditions that were rated the lowest among the top ten, planning had the highest rated conditions. Motivation had conditions that were rated the lowest of the three. Communications had conditions that were rated between planning and motivation.

Summary

The findings of the study can be summarized in the following statements:

- 1) High levels of returns (over 80%) were observed from both the presidents and development officers in the two questionnaires distributed;
- 2) A majority of the colleges in Region IV (58%) have foundations. Of the colleges that have foundations, a majority of them have active foundations. During fiscal years 1976-1978, a majority of these colleges raised between \$1,000 to \$50,000.

- 3) The panel of experts and the review by presidents of colleges with exemplary community college foundations developed a list of seven characteristics of a successful foundation and twenty-two conditions of a successful foundation.
- 4) Of the college presidents and development officers, 89% agreed with the characteristics of a successful foundation. The added criteria were mostly clarifications of the established characteristics.
- 5) Of the 22 conditions developed by the panel of experts, 81% of the respondents accepted the 22 conditions. The additional conditions were largely clarifications and additions to established conditions.
- 6) A comparison of the mean responses established a rank ordering of characteristics and conditions. The top ranked characteristic was: establishing strong public relations with the community. The top ranked condition was: having an organized and defined planned effort at fund-raising and resource development involving the president and the community.
- 7) Characteristics could be found that significantly differentiated the perceptions of presidents and development officers. Characteristics could not be found, however, that differentiated administrators at various sized colleges.

- 8) Conditions could be found that significantly differentiated presidents and development officers as well as administrators of various size community college campuses using the Likert scale findings.
- 9) Conditions could be found that significantly differentiated administrators at various size colleges using the rank ordered findings. Conditions could not be found to differentiate presidents and development officers.
- 10) The application of Kendall's Coefficient of Concordance to the findings showed significant agreement among the respondents to both the rank-ordering of characteristics and conditions by group.
- 11) The application of Kendall's Coefficient of Concordance to the findings showed that the findings were significant and not purely random.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this final chapter, the study is summarized and the findings are given. The chapter also lists evaluative criteria, conclusions, and recommendations of the study.

Summary of the Study

This study was conducted in order to identify characteristics of and conditions which foster a successful community college foundation as perceived by community college presidents and development officers at colleges with active foundations in the Southeastern United States.

Specifically, answers to the following questions were sought:

- 1) How many community colleges in the Southeastern United States have foundations?
- 2) What do selected community college administrators perceive as the characteristics which identify a successful community college foundation?
- 3) What do selected community college administrators perceive as the conditions found in a successful community college foundation?

- 4) How do these perceptions of success vary between types of public community colleges (e.g., single, multi-campus, large or small colleges)?
- 5) How do the development officer and the president of a college vary in their perceptions of a successful community college foundation?

In order to reach these objectives, the study was carried out in two major phases. Briefly, these two phases are described below:

Phase I: Evaluative Criteria

This phase was divided into two sections. The first section (Section A) identified the population used in the study. The second section (Section B) established the initial criteria of a successful foundation. Through the use of a mailed questionnaire to the public community colleges in the Southeastern United States, the researcher was able to determine that there were 38 college foundations that met the requirements of the study.

In the second section, initial criteria were established for the successful foundation. This was done through a survey of literature and the use of a panel of experts. A selected group of 10 presidents from exemplary community college foundations were used to field test the initial criteria. This procedure established a list of seven characteristics of a successful foundation and twenty-two conditions that foster a successful foundation.

Phase II: Application of the Evaluative Criteria
to Selected Community College Foundations in the
Southeastern United States

This phase was divided into two sections. The first section (Section A) validated the characteristics and conditions of a successful community college foundation established in Phase I. The second section (Section B) summarized the findings of the study and developed conclusions. The questionnaire developed from the criteria established in Phase I was sent to presidents and development officers at 38 community colleges. The evaluative criteria were established using the returns from thirty-two of the colleges. The mean responses from presidents and development officers were used to establish a rank order of characteristics and conditions. A t-test was used to determine if there was a significant difference in the responses of presidents and development officers. An analysis of variance was used to determine if there was significant difference in the perceptions of administrators at various size community colleges. Kendall's Coefficient of Concordance was used to determine if there was significant agreement among the respondents. In the second section (Section B), the findings of the statistical procedures were recorded and implications drawn from the findings.

Findings

The findings of the study were summarized in the answers given to the prepared questions. Those findings form the

basis for the conclusions relevant to the non-profit foundations in the Southeastern United States.

- 1) How many community colleges in the Southeastern United States have foundations?

Seventy-two of the community colleges in the Southeastern United States have foundations. Thirty-eight of those foundations met the criteria of the study and were included.

- 2) What do selected community college administrators perceive as the characteristics which identify a successful community college foundation?

Community college administrators listed seven characteristics of a successful community college foundation. These conditions were:

	<u>Rank</u>
B) Establishes strong public relations with the community	1
G) Involves effective community leaders and potential donors as members	2
E) Provides a vehicle for community involvement in the institution	3
G) Has a series of ongoing projects sponsored by the foundation that are oriented to the college	4
A) Raises large amounts of money	5
F) Provides a major source of student aid	6
C) Initiates new ideas and processes	7

- 3) What do selected community college administrators perceive as the conditions found in successful community college foundations?

Community college administrators ranked the following ten conditions out of twenty-two conditions established by a panel of experts:

	<u>Rank</u>
A) Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community	1
P) Has a governing board that is aware of its roles and responsibility	2
V) Has a clear statement of purpose for the foundation	3
C) Establishes programs to involve community leaders	4
Q) Has a professional person that works with the president to establish fund-raising plans	5
B) Has a not-for-profit association	6
S) Involves the formal and informal power structure of the community as the foundation board	7
R) Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development	8
H) Establishes activities and programs that allow for funds in perpetuity	9
T) Has a faculty that is supportive and knowledgeable of the foundation	10
4) <u>How do these perceptions vary between types of public community colleges (e.g., single-campus, large or small colleges)?</u>	

Through the use of an analysis of variance of the characteristics of a successful community college foundation, no significant difference was found in

responses of administrators at small single campus, large single campus, and multi-campus colleges.

An analysis of variance of the rankings of conditions of a successful foundation, using the Likert scale, showed significant differences at the .10 level for:

- C) Establishes programs to involve community leaders
- K) Conducts foundation activities in a "low-key" manner
- L) Has an annual funding activity
- T) Has a faculty that is supportive and knowledgeable.

Two other conditions were found significant at the .01 level:

- I) Has annual sustained activities in several areas
- P) Has a governing board that is aware of its role and responsibility.

An analysis of variance of the responses of administrators at various size community colleges to the rank ordering of conditions that foster a successful foundation showed significant difference at the .05 level for the following:

- B) Has a not-for-profit association.

Significant difference was also found at the .01 level with the following:

- E) Develop programs and causes that are people-oriented which lend themselves readily to resource and fund development
- T) Has a faculty that is supportive and knowledgeable of the foundation
- C) Establishes programs to involve community leaders
- Q) Has a professional person that works with the president to establish fund-raising plans.

Kendall's Coefficient of Concordance was used to see if there was significant agreement within groups. A comparison was first made of the responses to the characteristics. Development officers at large single campus colleges showed significant agreement at the .10 level. Presidents at single campus colleges and development officers at multi-campus colleges showed significant agreement at the .05 level. Development officers at small single campuses and presidents at large single campuses showed significant agreement at the .01 level. Presidents at multi-campus colleges showed significant agreement at the .001 level.

A comparison was also made of the agreement of the responses to the top ten rank ordered conditions. This procedure showed significant agreement in all groups at the .001 level.

- 5) How do the development officer and the president of a college vary in their perceptions of the characteristics and conditions of a successful community college foundation?

The perceptions of presidents and development officers to characteristics of a successful community college foundation, through the use of a t-test, showed significant difference at the .10 level for the following:

- B) Establishes strong public relations with the community
- F) Provides a major source of student aid

- G) Has a series of ongoing projects sponsored by the foundation that are oriented to the college.

The perception of development officers and presidents of conditions that foster a successful foundation were also compared for significant difference using the rankings from the Likert scale. At the .10 level the following were found to show significant difference:

- A) Has an organized and defined planned effort at fund-raising
- R) Has an alumni association.

At the .05 level the following were found to be significantly different:

- D) Has a diversity of activities which allow people to participate in activities which foster community development
- G) Supports activities and programs that interest the 10% of the community that gives 90% of the money.

No significant difference could be found in the perceptions of presidents and development officers to the rank ordered conditions.

Evaluative Criteria

The researcher divided the criteria for the evaluation of a successful foundation into two areas. The first area examined was the characteristics of a successful foundation. These criteria were established to assist presidents and boards to clarify their objectives. The characteristics in rank order according to mean ranking are:

- 1) Establishes strong public relations with the community
- 2) Involves effective college leaders and potential donors as members
- 3) Provides a vehicle for community involvement in the institution
- 4) Has a series of ongoing projects sponsored by the foundation that are oriented to the college
- 5) Raises large amounts of money
- 6) Provides a major source of student aid
- 7) Initiates new ideas and processes.

The second area of evaluative criteria examined was the conditions that foster the development and maintenance of successful community college foundations. Twenty-two conditions were developed by the panel of experts. The following is a listing of the top ten criteria by the mean rankings of the respondents:

- 1) Has an organized and defined effort at fund-raising and resource development, involving the president and the community
- 2) Has a governing board that is aware of its role and responsibility
- 3) Has a clear statement of purpose for the foundation
- 4) Establishes programs to involve community leaders
- 5) Has a professional person that works with the president to establish fund raising plans

- 6) Has a not-for-profit foundation
- 7) Involves the formal and informal power structure of the community on the foundation board
- 8) Develops programs and courses that are people oriented which lend themselves readily to re-source and fund development
- 9) Establishes activities and programs that allow for funds in perpetuity
- 10) Has a faculty that is supportive and knowledgeable of the foundation.

These conditions were developed to give administrators and foundation boards a list of criteria to use in comparing and evaluating their foundations.

Conclusions

The following conclusions were derived as a result of a review of the findings of the study:

- 1) Selected characteristics and conditions do exist that are perceived by presidents and development officers in the Southeastern United States to be associated with a successful community college foundation.

The established characteristics and conditions developed from the review of literature and the panel of experts were accepted by more than 80% of the respondents. The 20% that added criteria clarified the established characteristics and conditions of a successful community college foundation.

- 2) The findings recognize that fund-raising is an integral part of a strong public relations program and basically cannot exist unless there is a well-conceived and strong public relations activity.

A comparison of the mean responses from community college administrators to the developed characteristics of a successful community college foundation established strong public relations with the community as the highest ranked characteristic. This conclusion is supported by the writings of Sharron (1978) but does not support Luck (1974) and Silvera (1974), studies which saw the amount of money raised as a major characteristic.

- 5) A major condition necessary for a successful community college foundation is having an organized and defined planned effort at fund-raising and resource development involving the president and the community.

A comparison of the mean responses to the established conditions necessary for a successful foundation supported having an organized and defined planned effort at fund-raising and resource development involving the president and the community. Much of the previous research (Sims, 1973; Luck, 1974; Silvera, 1974) would also support this conclusion. Sims, Luck, and Silvera advocated a strong emphasis on fund-raising and acknowledged the place of planning in the development of the foundation. Sims (1973) supported the

coordination of resource development and the activities of the foundation.

- 4) The findings confirm that planning is the major theme needed in the development and maintenance of a successful foundation.

Several of the conditions needed for a successful foundation can be summarized under the theme of planning. A majority of the ten top conditions of a successful foundation have elements of planning in them. This conclusion is supported by several past studies (Sims, 1973, Luck, 1974, Silvera, 1974). Sharron (1978) also advocated the importance of planning. Struckhoff (1977) in his work on community foundations placed heavy emphasis on planning.

- 5) Administrators that maintain a successful community college foundation have good communications with the people involved with the college and the foundation.

Three of the conditions that foster a successful community college foundation have elements of the theme of communications. Among these conditions, good communications with the governing board was ranked the highest. This conclusion supports the previous findings of Woodbury (1973) and Sharron (1978). The respondents also advocated good communications with the formal and informal power structure of the community. Sharron (1978) supports this finding in his writing. The condition of keeping the faculty informed of the works of the foundation was supported in the writings of Bremer (1965).

- 6) The presence of an alumni association was not perceived as a major condition affecting the success of a community college foundation.

Although Luck (1974) placed a heavy emphasis on alumni associations in the conclusions to his study, their presence was the lowest ranked condition of the 22 established by the panel of experts. This conclusion is supportive of Silvera's (1974) California study which could not establish the relationship of an effective foundation and the presence of an alumni association.

Recommendations

The following recommendations were developed from the conclusions drawn from the study:

- 1) The chief administrative officer should use the established characteristics of a successful foundation to examine the goals and objectives of the college's foundation.
- 2) The chief administrative officer or designate should examine their foundation in light of the conditions found for a successful foundation.
- 3) The review of the present characteristics and conditions of a college foundation by the college administration or the governing board should enable the foundation to have a more clearly defined set of goals and objectives and enable the foundation to be more successful.

- 4) A chief administrative officer who wants to develop a successful foundation should place a priority on planning and good public relations.
- 5) The foundation board and the college president should evaluate the alumni association's cost-benefit to the college.

Implications for Further Action

The following implications were developed from the findings and conclusions of the study and also observations made by the researcher during the study.

- 1) Colleges that have foundations, and because of fiscal constraints have difficulties in hiring a full time individual, should bring in a consultant to assist the college in establishing the role of the foundation in the long range plans of the college.
- 2) If a college decides to start a foundation, sufficient time should be allowed for the development of appropriate plans for the college foundation.
- 3) On a national basis, an organization involved with resource development at community colleges should concentrate on developing programs and seminars for chief executive officers designed to improve understanding and awareness of the various uses of a college related foundation.
- 4) If a college desires to maintain a successful foundation, the chief administrative officer should make

efforts to insure the continuity of work of the development officer and the projects of the foundation.

- 5) Because of the changing needs of community colleges, experts in the area of community college foundations should be brought together to brainstorm possible ways of using the foundation to meet these needs.
- 6) State universities should make effort to provide preservice training and instruction for future community college administrators in the area of community college foundations and community relations.

Suggestions for Future Research

A review of the summary, conclusions, and recommendations of this study gives impetus for making the following recommendations for studies related to community college foundations:

- 1) A survey should be made of administrators at community colleges with foundations in all ten U. S. Department of Health, Education and Welfare Regions in the United States to determine their perceptions of a successful foundation.
- 2) Further research needs to be conducted to develop instruments to measure the success of community college foundations.
- 3) Research needs to be initiated to determine those conditions which are detrimental to community college foundations.

- 4) Specific research is needed to examine the role of the president and resource development officer in the development and maintenance of a successful community college foundation.
- 5) Research is needed to examine the structure and procedures of all forms of foundations (corporate, community, family, etc.) to determine their applicability to community college foundations.

APPENDIX A
FOUNDATION INFORMATION QUESTIONNAIRE

INTRODUCTION

The purpose of this questionnaire is to determine those public colleges that have foundations and to gain basic information about those foundations. This questionnaire has been sent to all public comprehensive colleges in the southeastern United States.

Thank you for your assistance in completing the questionnaire.

QUESTIONNAIRE

1. Name of College _____
Address _____
 2. Name and title of respondent _____
 3. Does the college have an affiliated non-profit foundations? Yes _____ No _____
 4. If yes, was the foundation incorporated on or before January 1, 1976? Yes _____ No _____
 5. Does the college have a person responsible for external resource development? (e.g., private or corporate giving, grants, etc.) Yes _____ No _____
- If your answer to any one of the previous questions (3,4,5) is no, please return the questionnaire in the enclosed envelope. If all of your answers are yes, please continue the questionnaire.
6. Are any of the following true of your foundation:
 - a) Has raised \$1,000 each year during the 1976-78 period. Yes _____ No _____
 - b) Has raised \$5,000 over the three-year period (1976-78). Yes _____ No _____
 - c) Has sponsored at least three activities (receptions, scholarships, mail-outs, etc.) each year during the 1976-78 period. Yes _____ No _____
 7. When was the foundation incorporated? _____
 8. Who is the person most knowledgeable of your foundation?
Name _____ Title _____
 9. What amount of money was raised by your foundation in the following fiscal years?

1976	☐ \$ 100- 1,000	1977	☐ \$ 100- 1,000	1978	☐ \$ 100- 1,000
	☐ \$ 1,000-10,000		☐ \$ 1,000-10,000		☐ \$ 1,000-10,000
	☐ \$10,000-50,000		☐ \$10,000-50,000		☐ \$10,000-50,000
	☐ \$50,000 or more		☐ \$50,000 or more		☐ \$50,000 or more
 10. What is the student Full Time Equivalency (FTE) for the college?
Number of FTE: 1976-77 _____ 1977-78 _____ 1978-79 _____
 11. What is the student population (approx.) for: Credit Classes _____ Non-credit Classes _____
(Unduplicated, 1977-78)
 12. Is your college designated a single- or multi-campus? _____
 13. Would you like to receive a copy of the completed study? Yes _____ No _____

14. What are the names and addresses of the following? (Please include addresses if different from the general college address.)

a) Development Officer

Name _____

Title _____

Address _____

b) Head of Student Services

Name _____

Title _____

Address _____

c) Head Academic Officer

Name _____

Title _____

Address _____

d) Head of Community Services

Name _____

Title _____

Address _____

e) Chairperson of the Board

Name _____

Title _____

Address _____

f) Other (Person you feel is knowledgeable of foundation activities)

Name _____

Title _____

Address _____

15. If your college is a multi-campus, please answer the following for each of your campuses:

Name of campus _____

Address _____

a) Head of Campus

Name _____

Title _____

b) Head of Academic Affairs

Name _____

Title _____

c) Head of Student Services

Name _____

Title _____

d) Head of Community Services

Name _____

Title _____

e) Other (person that you feel is knowledgeable of the foundation activities)

Name _____

Title _____

Name of Campus _____

Address _____

a) Head of Campus

Name _____

Title _____

b) Head of Academic Affairs

Name _____

Title _____

c) Head of Student Services

Name _____

Title _____

d) Head of Community Services

Name _____

Title _____

e) Other (person that you feel is knowledgeable of the foundation activities)

Name _____

Title _____

Please return to Ed Duffy, Institute of Higher Education, Norman Hall, University of Florida, Gainesville, Florida 32611.

APPENDIX B

LETTER TO COLLEGES IN REGION IV

November 24, 1978

Dear President:

The decade of the 1970's has been a period of limited financial resources especially for public comprehensive colleges. There never seems to be sufficient resources so colleges can truly respond to the community's needs. With these limited resources, new sources must be cultivated if the college is to survive.

Edward F. Duffy, a Ph.D. candidate in Higher Education and a Research Assistant at the Institute of Higher Education at the University of Florida has devised a study which should prove to be an asset to your institution. The enclosed questionnaire is being sent to all two-year public comprehensive colleges in the Southeastern United States asking for basic information on foundations at institutions such as yours.

Because this is apparently the first time such a study has been done in the Southeastern United States, I hope that you or one of your staff will complete this brief questionnaire. The results of this study may be meaningful to you in maintaining an effective foundation at your college. Upon completion, a summary of this study will be forwarded to you personally.

Thank you in advance for your assistance and time spent in completing the enclosed confidential survey.

Sincerely,

James L. Wattenbarger
Director, Institute of
Higher Education

JLW:amp
enc.

APPENDIX C

FOLLOW-UP LETTER TO COLLEGES IN REGION IV

January 4, 1979

Dear President

Several weeks ago Dr. James Wattenbarger wrote to you on my behalf and asked for your assistance in providing certain information concerning college related foundations. If you have supplied this information please ignore this letter.

I realize this is a busy time for college administrators and that completing questionnaires can be an imposition. However, I would appreciate your supplying the requested information or delegating the task to a member of your staff.

Another copy of the questionnaire is enclosed in the event you have misplaced the one that was originally sent to you. I can assure you that the information which you supply will be kept confidential and that it will be used in a strictly professional manner. The results of the survey will be made available to you, and the validity of such a study is dependent upon a response from as many institutions as possible.

Thank you for your consideration in this matter.

Sincerely

Edward F. Duffy
Research Assistant

EFD:ldb

Enclosure

APPENDIX D
PANEL OF EXPERTS

PANEL OF EXPERTS

Cameron B. Douthitt
Dean of Research, Planning
and Development
Alvin Community College
Alvin, Texas

Gary D. Hollingworth
Director of Recource Development
Valencia Community College
Orlando, Florida

W. Harvey Sharron Jr.
Dean for Development
Santa Fe Community College
Gainesville, Florida

Robert L. Stoddard
Dean of Development
Snow College
Ephraim, Utah

Patricia Ann Walsh
DeAnza College
Cupertino, California

James H. Young
Director of Institutional Development
Pitt Technical Institute
Greenville, North Carolina

APPENDIX E

LETTER AND MATERIAL SENT TO PANEL OF EXPERTS

Dear Panel Participant:

Thank you for your willingness to assist in developing criteria for community college foundations. To reach this end, I would appreciate your review of the following information.

First, please rank order the top ten community college foundations from the colleges listed in Attachment A.

Second, please review the characteristics which identify a successful community college foundation that are listed in Attachment B. Please add any additional characteristics you feel would be a measure of success for a community college foundation.

Third, please review specific conditions found in a successful community college foundation that are listed in Attachment C. Please add additional conditions you feel foster the success of a foundation.

Thank you for your assistance. If you have any questions, please feel free to contact me.

Sincerely,

Edward F. Duffy

ATTACHMENT A

Alvin Community College (TX)	_____
Arapaho Community College (Colorado)	_____
Burlington Community College (N.J.)	_____
Central Piedmont Community College (N.C.)	_____
Claremore Community College (Oklahoma)	_____
Dallas Community College (TX)	_____
Edison Community College (FL)	_____
Florida Junior College (FL)	_____
Foothills-DeAnza District (California)	_____
Gulf Coast Community College (FL)	_____
Highlands Community College (Illinois)	_____
Jefferson State Junior College (AL)	_____
Miami-Dade Community College (FL)	_____
Mitchell Community College (N.C.)	_____
Napa College (California)	_____
Saddleback College (California)	_____
Santa Fe Community College (FL)	_____
Valencia Community College (FL)	_____
Westchester Community College (N.Y.)	_____

ATTACHMENT B

CHARACTERISTICS WHICH IDENTIFY COMMUNITY COLLEGE FOUNDATIONS

- 1) Raises large amounts of money
- 2) Establishes strong public relations with the community served by the college
- 3) Initiates new ideas and processes
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

ATTACHMENT CSPECIFIC CONDITIONS FOUND IN SUCCESSFUL COMMUNITY
COLLEGE FOUNDATIONS

- 1) An organized and defined planned effort at fund raising and resource development, involving the president and the community.
- 2) Existence of a not-for-profit association.
- 3) Establishment of a program to involve community leaders.
- 4) A diversity of activities which allows people to participate in activities which foster community or personal development.
- 5) Development of programs and causes that are people oriented which lend themselves readily to resource and fund development.
- 6) Lends itself to activities which allow for special recognition of donors (i.e., Capital Funds).
- 7) Supports activities and programs that interest the 10% of the community that gives 90% of the money.
- 8) Establishes activities and programs that allow for funds in perpetuity.
- 9) Has an annual sustained activity in several areas.
- 10) Has liquid and non-liquid assets.
- 11) Runs activities in a professional and low key manner.
- 12) Has annual funding activity.
- 13) Has developed sophisticated mass limited distribution material.
- 14) Has activities which are centered on specific ideas or causes.
- 15) Has specific public relations activities for small groups on the community campus with no fund raising agenda.
- 16) Has a professional person that works with the president to establish fund raising plans.
- 17)
- 18)
- 19)
- 20)

APPENDIX F

QUESTIONNAIRE ON THE CHARACTERISTICS AND CONDITIONS
OF A SUCCESSFUL COMMUNITY COLLEGE FOUNDATION

QUESTIONNAIRE

1. Name of College _____
2. Name and Title of Respondent _____

3. Please rank order the following characteristics of a successful community college foundation (A to G), the first being the best measure of success and the seventh being the least significant measure of success.

- A) Raises large amounts of money _____
- B) Establishes strong public relations with the community _____
- C) Initiates new ideas and processes _____
- D) Involves effective community leaders and potential donors as members _____
- E) Provides a vehicle for community involvement in the institution _____
- F) Provides a major source of student aid _____
- G) Has a series of ongoing projects sponsored by the foundation that are oriented to the college _____

4. Are there any characteristics of a successful foundation missing? (If so, please list them on the back of this page) Yes _____ No _____

5. On a scale of 1 (meaning "no influence") to 4 (meaning "great influence"), please rate the influence of the following conditions of a successful foundation. "N/A" means this condition does not apply to your college).

N/A	No Influence 1	Little Influence 2	Some Influence 3	Great Influence 4	
_____	_____	_____	_____	_____	A) Has an organized and defined planned effort at fund-raising and resource development, involving the president and the community.
_____	_____	_____	_____	_____	B) Has a not-for-profit association.
_____	_____	_____	_____	_____	C) Establishes programs to involve community leaders.
_____	_____	_____	_____	_____	D) Has a diversity of activities which allows people to participate in activities which foster community development.
_____	_____	_____	_____	_____	E) Develops programs and causes that are people-oriented which lend themselves readily to resource and fund development.

Y/A 0	No Influence 1	Little Influence 2	Some Influence 3	Great Influence 4	
_____	_____	_____	_____	_____	F) Lends itself to activities which allow for special recognition of Donors (i.e. Capital Funds).
_____	_____	_____	_____	_____	G) Supports activities and programs that interest the 10% of the community that gives 90% of the money.
_____	_____	_____	_____	_____	H) Establishes activities and programs that allow for funds in perpetuity.
_____	_____	_____	_____	_____	I) Has annual sustained activities in several areas.
_____	_____	_____	_____	_____	J) Has liquid and non-liquid assets.
_____	_____	_____	_____	_____	K) Conducts foundation activities in a "low-key" manner.
_____	_____	_____	_____	_____	L) Has an annual funding activity.
_____	_____	_____	_____	_____	M) Has developed sophisticated mass and limited distribution material.
_____	_____	_____	_____	_____	N) Has activities which are centered on specific ideas or causes.
_____	_____	_____	_____	_____	O) Has specific public relations activities for small groups on the community college campus with no fund raising agenda.
_____	_____	_____	_____	_____	P) Has a governing board that is aware of its role and responsibility.
_____	_____	_____	_____	_____	Q) Has a professional person that works with the president to establish fund raising plans.
_____	_____	_____	_____	_____	R) Has an alumni association.
_____	_____	_____	_____	_____	S) Involves the formal and informal power structure of the community on the foundation board.
_____	_____	_____	_____	_____	T) Has a faculty that is supportive and knowledgeable of the foundation.
_____	_____	_____	_____	_____	U) Has a program for deferred giving.
_____	_____	_____	_____	_____	V) Has a clear statement of purpose for the foundation.

5. Which ten (10) of the previously indicated factors or variables do you consider most important? Rank in order of importance, in your opinion. (Indicate by letters A-Y)

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

7. In your opinion, what other conditions, not listed in the questionnaire, would improve your college foundation's ability to be successful? List in order of importance.

1. _____
2. _____
3. _____

Others _____

3. What single characteristic is the best measure of a successful foundation?

Please return to Ed Duffy, Institute of Higher Education, Norman Hall, University of Florida, Gainesville, Florida 32611.

APPENDIX G

LETTER TO PRESIDENTS OF PARTICIPATING COLLEGES

March 1, 1979

The President of your college has informed me through a recent questionnaire regarding college foundations that you are the administrator responsible for resource development at your college. I would appreciate your assistance in acquiring further information for this doctoral study.

Enclosed you will find a brief questionnaire regarding the characteristics of a successful college foundation as well as those conditions that foster a successful college foundation. I would be grateful if you would complete the enclosed questionnaire and return it in the enclosed self-addressed envelope on or before March 15, 1979.

The summary of this study should be distributed in June of 1979. Thank you for your assistance.

Sincerely,

Edward F. Duffy
Research Assistant

EFD:amp
enc.

APPENDIX H

LETTER TO DEVELOPMENT OFFICERS AT PARTICIPATING COLLEGES

Dear

Thank you for the basic information you returned regarding your college foundation. Eighty-three percent of the colleges in Region IV returned the earlier questionnaire. This information was very helpful in establishing the number of public college foundations in the region.

Enclosed you will find a questionnaire regarding the characteristics of a successful foundation as well as those conditions that foster a successful college foundation. I would be grateful if you could complete the questionnaire and return it in the enclosed self-addressed envelope on or before April 15, 1979.

The summary of this study will be distributed in June of 1979. Thank you for your assistance.

Sincerely,

Edward F. Duffy
Research Assistant

EFD:amp
enc.

APPENDIX I

KENDALL'S COEFFICIENT OF CONCORDANCE

THE KENDALL'S COEFFICIENT OF CONCORDANCE: W

$$W = \frac{s}{\frac{1}{12} k^2 (N^3 - N)}$$

s = sum of the squares of the observed deviations from the mean of R_j , that is, $s = \sum (R_j - \bar{R}_j/N)^2$

k = number of sets of rankings, e.g., the number of judges

N = number of entities (objects or individuals) ranked

$\frac{1}{12} k^2 (N^3 - N)$ = maximum possible sum of the squared deviations, i.e., the sum s which would occur with perfect agreement among k rankings

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BIOGRAPHICAL SKETCH

Edward Francis Duffy was born in Brooklyn, New York, on April 20, 1947. He completed his elementary and secondary education in New York. He received his undergraduate degree from the University of Dayton in 1968. In that year he moved to Victoria, Australia, where he taught at St. Paul's College. While at St. Paul's, he developed curriculum on Australian history and culture as well as coordinating public relations activities for the college. In 1970, Mr. Duffy opened the Adelaide office of the Secondary Schools Aboriginal Affairs Fund. He later became executive officer of the fund based in Melbourne. In 1971, he visited educational programs in Asia, the Middle East, and Europe. Also in that year he accepted a position as a social studies teacher at Cardinal Gibbons High School in Baltimore, Maryland. Following his move to Baltimore, Mr. Duffy began graduate work in educational administration at the University of North Carolina at Charlotte. In June of 1975, he received a Master of Educational Administration. In September, 1975, he accepted the position of lecturer in the College of Human Development and Learning at the University of North Carolina at Charlotte. In this position, he taught courses in human potential and supervised student teachers and administrative interns. He held this

position until June, 1977, at which time he began work as a full-time doctoral student at the University of Florida. While working on his doctoral studies, he held an assistantship in the Center for Community Education and the Institute of Higher Education. He also worked as a research assistant in the Office for Development at Santa Fe Community College. Mr. Duffy is married to the former Janet Scott Ward.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


J. L. Wattenbarger, Chairman
Professor of Educational Administration

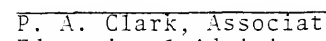
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R. S. Soar, Professor, Foundations
of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


J. A. Hale, Associate Professor of
Educational Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


P. A. Clark, Associate Professor of
Educational Administration

This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration and Supervision in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

June, 1979

Dean, Graduate School

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